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ABSTRACT

This report documents and highlights the effects of the career guidance section of the Carl D. Perkins Vocational Education Act in the State of Ohio during the 1988-89 fiscal year. The report asserts that Ohio has more than met the intent of the federal law in terms of the student outcomes achieved, improved career guidance program delivery, cost effectiveness, and the degree to which counselors are measuring their program goals, outcomes, and activities. The report is organized in seven parts. Part 1 contains summaries of career guidance program plans by schools in vocational districts and technical education institutions. Part 2 surveys evaluations planned and conducted, and part 3 summarizes career guidance methods planned and achieved. Part 4 explores career guidance student outcomes planned and achieved; the next part focuses on planned and actual grant budgets. A short summary of impact and effectiveness occupies part 6. The final part presents implications and recommendations for future grants program implementation. Technical information about the study format and methodology, the grant procedure, and reporting guidelines are provided in the appendix. (KC)

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EFFECTS OF CAREER GUIDANCE
1988-1989

Report of Ohio's Investment in Career Guidance Program Improvement Through The Carl D. Perkins Grants to Vocational Districts

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The Ohio State University

Ohio Department of Education
Columbus, Ohio

November 1989

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INTRODUCTION

This report was prepared to document and highlight the effects of the investment made by the Carl D. Perkins Vocational Education Act, Guidance Hold Harmless Provision, in the State of Ohio during the 1988-1989 fiscal year. This report thus reflects Ohio's attempt to implement the following intent described within the Acts-Title III, Part D, which provides the direction and intent of the "Hold Harmless" provision.

> Grants--shall be used--for programs designed to improve, expand and extend career guidance and counseling programs, vocational education and employment needs of vocational students and potential students--programs shall--encourage the elimination of sex, age, handicapping condition, and race bias and stereotyping and be accessible to all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged.

The data contained within fully demonstrates that Ohio has more than met the intent of the federal law in terms of the student outcomes achieved, improved career guidance program delivery, cost effectiveness and the degree to which counselors are measuring their program goals, outcomes, and activities.

Through this study areas that still need improvement were identified which allows the state staff to make corrective actions for the 1989-1990 fiscal year.

The Division of Vocational and Career Education is indebted to the study consultants at the Center on Education and Training for Employment. Harry N. Drier gave overall leadership to the study and John Bebris prepared and implemented the computer program which resulted in the data contained herein. Mrs. Beverly Haynes and June Breen, prepared all the district descriptive information from the reports submitted by the grantees.

Edwin Whitfield
Associate Director
Division of Educational Services

PART 1

INTRODUCTION

This section is mainly an organized display of information from all the vocational districts and technical education institutions in Ohio that submitted and had approved career guidance program grants for 1988-1989.

It was deemed important to have summary information on all grantees, individually and collectively, for both state department's use and for guidance and vocational education leaders to review.

This section is organized in a way to make such reviews efficient and helpful. The following is the format for each of the 87 vocational districts and 17 technical education institutions:

1. Page 1--Presents the grantee VEPD number, name, and an introduction of what they planned to achieve.
2. Page 2, 3 or 4--Presents budget, student outcomes, grade/age levels, numbers of individuals served, activities used, evaluation method and advisory committee information.

The following "Data Section Explanation" and figure #1 "Outcome and Activity Codes" will help explain the data presented after page one of each VEPD record.

Data Section Explanation

Introduction--On the following figure #1 is a description of the twelve (12) outcome categories, twelve (12) activity statements and the coding used for grade levels. These numerical codes will be used throughout this report so reference back to the figure may be needed. The following format and data explanation will use the VEPD #1--Apollo JVSD as an example.

Outcomes--You'll note that on this example and most others there are 9 lines provided for outcome data presentation. In most cases a fewer numbe of stated outcomes that space allows.

For Apollo JVSD there were three outcomes planned and carried out, their outcomes relate to two coded outcomes on figure #1 being outcomes 8 and 12. They expected to involve 248 twelfth graders in the activities and they actually worked with 250.

Activities--Apollo used three different activities and again using the codes on figure #1 you see they related to activities 2, 8 and 3.

Budget--For Apollo they planned to use their total $10,000 on personnel and that is what they did eventually, thus the 0 difference in the chart.

Procedures--While much like the earlier reported "activities" you'll note that they fully implemented what they planned to.

Who Evaluated--Apollo planned all their activities and evaluations for 248 twelfth graders and they exceeded this by 2 students.

Data Collected--Important here is that they planned to use 3 techniques and followed through completely.

Criteria Used--Their planned 90% criteria was maintained.

Advisory Committee--They planned to use an advisory committee and the "F" code indicates that they did. The "T" code found in other districts mean none were planned or used.

Special Note: A full description of outcomes, activities, evaluations, etc., is presented in narrative and quantitatively in later chapters.

Figure #1

OUTCOME AND ACTIVITY CODES FOR OHIO GUIDANCE PROGRAM EVALUATION PROJECT

OUTCOMES

1	Self Concept -- Esteem
2	Interpersonal -- Social and Interaction Skills
3	Career Decision Making
4	Educational Achievement
5	Attitudes Toward Work & Learning
6	Career and Educational Opportunities -- Interests
7	Job Placement
8	Work World -- Interests, Attitudes & Knowledge
9	Career Planning
10	Life Roles and Selected Careers
11	Family Roles & Work Change
12	Career Exploration & Employability

ACTIVITIES

1	Guidance Infusion -- In Classroom
2	Guidance Curriculum / Counselor Instruction
3	Mentoring & Tutoring
4	Field Based Experience
5	Planning and Decision Making
6	Recruitment
7	Placement
8	Testing
9	Career Information Systems
10	Program Evaluation
11	Inservice Training
12	Other -- Special Events

GRADE LEVELS

6	Sixth Grade
7	Seventh Grade
8	Eighth Grade
9	Ninth
10	Tenth Grade
11	Eleventh Grade
12	Twelfth Grade
19	Ninth & Tenth
20	Tenth & Eleventh
21	Eleventh & Twelfth
78	Seventh & Eighth
79	Eighth & Ninth
88	All Secondary Grades(9 - 12)
89	Ninth, Tenth, & Eleventh
99	O.W.A. Program Participants

VEPD: 001 APOLLO JVS

PROJECT GOAL: Individuals will acquire self-assessment and/or employability skills.

GOAL JUSTIFICATION: Job seekers need an accurate effective resume. Twelfth-grade students at Apollo will be seeking employment upon completion of their vocational program. Apollo students should have an accurate resume.

PROGRAM NARRATIVE: The purpose of this project (1988-89) was to provide resume services (writing, updating, and retrieval) for both present and graduated Apollo Career Center students.

There were three components to this project. The first component was a Resume Writing Workshop for all Apollo seniors. This workshop was conducted in class size elements and presented information on types and styles of resumes and who/why should a person have a resume.

The second component was the computerization of the individual resume using a preprogrammed resume system.

The third component dealt with both present vocational students and with the graduates. This provided opportunities for present students and past graduates to update their resume and receive a better quality resume. This has become a very strong part of the placement program at Apollo Career Center.

```
        OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

 -----------------------------------------------------------------
|                                                                 |
| VEPD_CODE:          1    SCHL_NAME: APOLLO JVSD                 |
| BUDGET_AMT: $       10000                                       |
|                                                                 |
 -----------------------------------------------------------------


                         STUDENT OUTCOMES
                         ----------------

OUTCOME_1: AWARENESS OF IMPORTANCE OF QUALITY RESUME      GRADE       12
CODE:         8 EXPECTED NO.      248 ACTUAL NO.       250

OUTCOME_2: KNOWLEDGE OF 6 MAJOR COMPONENTS OF QUALITY RESUME  GRADE   12
CODE:        12 EXPECTED NO.      248 ACTUAL NO.       226

OUTCOME_3: PREPARATION OF QUALITY RESUME                  GRADE       12
CODE:        12 EXPECTED NO.      248 ACTUAL NO.       250

OUTCOME_4: X--RESUMES OF GRADUATES UPDATED                GRADE        0
CODE:         9 EXPECTED NO.      500 ACTUAL NO.         0

OUTCOME_5:                                                GRADE        0
CODE:         0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_6:                                                GRADE        0
CODE:         0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_7:                                                GRADE        0
CODE:         0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_8:                                                GRADE        0
CODE:         0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_9:                                                GRADE        0
CODE:         0 EXPECTED NO.        0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT RESUME WRITING WORKSHOP CODE: 2
ACTIVITY_2: TEST STUDENT KNOWLEDGE CODE: 8
ACTIVITY_3: ASSIST IN COMPUTERIZATION OF STUDENT RESUMES CODE: 3
ACTIVITY_4: CODE: 0
ACTIVITY_5: CODE: 0
ACTIVITY_6: CODE: 0
ACTIVITY_7: CODE: 0
ACTIVITY_8: CODE: 0
ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 10000	$ 10000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: ATTENDNCE ROSTER, WRITTEN TEST, CHECKLIST

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS -- 12'TH GRADERS, N=248

ACTUAL: SAME--ALTHOUGH N=250

DATA COLLECTED:

PLANNED: ATTENDANCE RECORDS, TEST SCORES, OBJECTIVE STANDARDS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 90 PERCENT SUCCESS RATE

ACTUAL: SAME

```
###############################################
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```

VEPD: 002 LIMA CITY SCHOOLS

PROJECT GOAL: To develop a career planning program that will ensure that all seventh-grade students (465) have the opportunity to develop career objectives consistent with their interests, aptitude and desired life-styles.

GOAL JUSTIFICATION: There has never been a career decision-making program of any kind in the Lima City Schools for seventh-grade students.

PROGRAM NARRATIVE: This program begins with a discussion entitled "After High School--What?" This discussion takes into account how your career affects your life in many ways. Included in this discussion are examples of how the world of work has changed in the past several years. This includes new jobs that didn't exist a few years ago to those that have fallen by the wayside. Many examples are given from the areas of medicine, electronics, and automobiles.

After this discussion, all of the 434 sixth-grade students were given a personality inventory. According to Dr. John Holland, all careers fall into one or more of the six personality types. The purpose of this activity was to give each student an idea about his or her personality type so they could look at different careers in their personality area.

A video was then shown entitled "Jobs for the '90's." This video showed how the job market is organized into six occupational or personality categories based on the personality inventory each student had taken earlier. The video suggests that you look at careers that fall into your personality types along with the type of work you enjoy most, because what you like to do is what you do best.

In the next part of the program each student is given the Harrington O'Shea Interest Inventory. This tool helps the student to look at his likes or dislikes for many job activities. The six job clusters taken into consideration on this instrument are based on your likes and dislikes. However, interest only suggests jobs which you might find satisfying.

PROGRAM NARRATIVE: (Continued)

By comparing themselves on each of the activities done in this presentation, a student is now able to use several variables they have learned about themselves to choose a career cluster or two to investigate further.

The last part of the program was to give a short test over all of the materials used in the presentation. This was to see how each student understood each part of the program. In all cases each class continued their studies on career selection by doing research on a career and writing reports on them for other class activities.

```
                 OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

 -------------------------------------------------------------------
|                                                                   |
| VEPD_CODE:          2     SCHL_NAME: LIMA CITY SCHOOLS            |
| BUDGET_AMT: $        5000                                         |
|___________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: DISCOVER INTERESTS AND IDENTIFY RELATED JOBS      GRADE         6
CODE:          8 EXPECTED NO.       465 ACTUAL NO.        434

OUTCOME_2: LEARN COMPONENTS OF CAREER DECISION MAKING        GRADE         6
CODE:          3 EXPECTED NO.       465 ACTUAL NO.        434

OUTCOME_3: IDENTIFY SPECIFIC JOB TITLES FOR RESEARCH         GRADE         6
CODE:         12 EXPECTED NO.       465 ACTUAL NO.        434

OUTCOME_4: USE CAREER INFORMATION TO NARROW CHOICES          GRADE         6
CODE:          9 EXPECTED NO.       465 ACTUAL NO.        434

OUTCOME_5: MAKE CAREER AND TRAINING CHOICES                  GRADE         6
CODE:          3 EXPECTED NO.       465 ACTUAL NO.        434

OUTCOME_6:                                                   GRADE         0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_7:                                                   GRADE         0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_8:                                                   GRADE         0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_9:                                                   GRADE         0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: INSTRUCT PRINTED MATERIALS -- VIEW VIDEO TAPES CODE: 2

ACTIVITY_2: REVIEW PERSONALITY INVENTORIES CODE: 9

ACTIVITY_3: REVIEW INTEREST SURVEYS CODE: 9

ACTIVITY_4: REVIEW WRITTEN EXERCISES TO CLARIFY CHOICES CODE: 1

ACTIVITY_5: REVIEW AND GRADE CLASSROOM TEST CODE: 8

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 900	$ 815	$ -85
CONTRACTS	$ 4100	$ 4100	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 4915	$ -85

EVALUATION PROCESS

PROCEDURES:

PLANNED: INTEREST INVENTORIES, WRITTEN TESTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL SIXTH GRADERS -- N=465

ACTUAL: SAME--ALTHOUGH PLAN CALLED FOR SEVENTH GRADERS, N-434

DATA COLLECTED:

PLANNED: INVENTORY RESULTS, TEST SCORES

ACTUAL: SAME

CRITERIA USED:

PLANNED: INSTRUCTOR OBSERVATIONS

ACTUAL: SAME

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VEPD: 003 ASHLAND COUNTY - WEST HOLMES J.V.S.

PROJECT GOAL:

1. Business/industrial and training personnel will introduce human relationship skills and expectations to all twelfth-grade students at the ACWHJVS. General concepts and those peculiar to specific employers will be presented.
2. Seniors at the ACWHJVS will demonstrate proficiency in completing employment applications and related forms measured by successful completion of the forms.
3. Twenty seniors at the ACWHJVS will participate in at least one job shadowing experience.
4. All seniors at the ACWHJVS will be exposed to current labor market information as presented by O.B.E.S.
5. Seniors at the ACWHJVS will participate in at least two business/industrial tours.

GOAL JUSTIFICATION: Based upon local surveys and information collected, it was determined that students lack information on local industrial expectations and self-expectation for job success and labor market need.

PROGRAM NARRATIVE: Through presentations by various businesses and industries, senior students will gain more insight into both general and specific employers' expectations. They will also become familiar with the human relations principles necessary for success on the job.

The guidance department will develop a repertoire of speakers from various types and sizes of businesses to present the expectations necessary for success on the job. A shadowing program will be developed for a sampling of students to begin to experience the skill area from the production standpoint. Employment forms and other pertinent forms for gaining employment will be completed by the seniors to gain proficiency and understanding in making applications for work and to properly complete other necessary employment forms.

PROGRAM NARRATIVE: (Continued)

Tours of various industries will be conducted. One will demonstrate the beginning of the manufacturing of a product through its completion. Another will demonstrate how two separate manufacturing companies combine their efforts to produce a finished product.

Through a better understanding of the employment market as presented by the Ohio Bureau of Employment Services, the senior student will have more information to select the best area and related field to start his or her job. This information will be local and national in scope.

```
          OHIO GUIDANCE PROGRAM GRANT EVALUATION           page 1

 ----------------------------------------------------------------
 |                                                              |
 | VEPD_CODE:          3     SCHL_NAME: ASHLAND CO.- W. HOLMES JV |
 | BUDGET_AMT: $        5000                                    |
 |                                                              |
 ----------------------------------------------------------------


                         STUDENT OUTCOMES
                         ----------------

OUTCOME_1: UNDERSTAND EXPECTATIONS OF JOB AND FELLOW WORKERS  GRADE      12
CODE:           2 EXPECTED NO.           0 ACTUAL NO.        153

OUTCOME_2: LEARN TO COMPLETE APPLICATIONS AND OTHER FORMS     GRADE      12
CODE:           8 EXPECTED NO.           0 ACTUAL NO.        153

OUTCOME_3: EXPERIENCE WORK WORLD RELATED TO SKILL             GRADE      12
CODE:          12 EXPECTED NO.          20 ACTUAL NO.         20

OUTCOME_4: LEARN LABOR MARKET INFO FROM OBES STAFF            GRADE      12
CODE:           4 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5: PARTICIPATE IN TWO BUSINESS/INDUSTRY TOURS         GRADE      12
CODE:           6 EXPECTED NO.           0 ACTUAL NO.        146

OUTCOME_6:                                                    GRADE       0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE       0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE       0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE       0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: COMPLETE ONE-WEEK WORK ORIENTATION PROGRAM	CODE:	1
ACTIVITY_2: COMPLETE ONE-WEEK APPLICATION TRAINING PROGRAM	CODE:	2
ACTIVITY_3: OPERATE SHADOWING EXPERIENCE PROGRAM	CODE:	4
ACTIVITY_4: !!-LABOR MARKET PROGRAM DID NOT HAPPEN!!	CODE:	0
ACTIVITY_5: CONDUCT BUSINESS/INDUSTRY TOURS--MINIMUM OF 2	CODE:	4
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4800	$ 4800	$ 0
TRAVEL	$ 150	$ 150	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 50	$ 50	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: TESTING, EXERCIZES, QUIZES, OBSERVATION, WRITTEN ASSIGNMENTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS -- 12'TH GRADERS, N=0

ACTUAL: SAME--ALTHOUGH N=153

DATA COLLECTED:

PLANNED: TEST SCORES, ASSIGNMENT RESULTS, OBSERVATION DATA

ACTUAL: SAME

CRITERIA USED:

PLANNED: HIGH PROFICIENCY SCORES, 90 PERCENT OR BETTER

ACTUAL: SAME

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#          ADVISORY COMITTEE   T                 #
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VEPD: 004 ASHTABULA CO. JOINT VOCATIONAL SCHOOL

PROJECT GOAL: Students will know effective job search techniques used in cover letters, resumes, application forms, and the interview process.

GOAL JUSTIFICATION: Based upon the information collected from teachers, businesses, and industrial leaders during FY 86 of the grant, it was determined that students needed more specifically focused instructions and schoolwide emphasis on employability skills, including job search techniques.

PROGRAM NARRATIVE: In October instructors were given packets containing format to be used for resume, cover letter, and the schedule for due date of drafts to the business department. Also included was a sample application form and an interview rating sheet to be used with each junior and senior. Instructors were given a draft form of pocket resume for each student. When the draft form was completed, the instructor was given the printed pocket resume form for each junior and senior to complete.

By June 6, 1989, twelve vocational programs had completed and received their credential folders containing a cover letter, 5 copies of a resume, a pocket resume, a completed application and an interview rating. The business department fell behind schedule due to a variety of reasons so this project was completed by our secretaries and the credential folders were mailed to the juniors and seniors. Five programs (Masonry I and II, Precision Machining I and II and Farm Management) did not submit required data. Telephone calls were placed and memos sent to these instructors and to the supervisor of these programs, but no data was received. Therefore we were able to compile credential folders for 33 out of 38 vocational programs. Three cooperative programs already had completed their resumes and cover letters.

VEPD: 004 ASHTABULA CO. JOINT VOCATIONAL SCHOOL (Page 2)

PROGRAM NARRATIVE: (Continued)

For programs on options, activities were scheduled through the employability skills classes. In those programs, not on options, it was the vocational instructor who supervised these activities. Students were given the opportunity to be videotaped during their interview on a voluntary basis. All students (except in those five programs) did experience the interviewing process.

```
               OHIO GUIDANCE PROGRAM GRANT EVALUATION            page 1

 ---------------------------------------------------------------------
|                                                                     |
| VEPD_CODE:          4     SCHL_NAME: ASHTABULA CO. JVSD             |
| BUDGET_AMT: $       15000                                           |
|                                                                     |
 ---------------------------------------------------------------------


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: LEARN TO COMPLETE COVER LETTER AND RESUME      GRADE      21
CODE:            8 EXPECTED NO.      800 ACTUAL NO.      507

OUTCOME_2: LEARN TO COMPLETE JOB APPLICATION              GRADE      21
CODE:            8 EXPECTED NO.      800 ACTUAL NO.      507

OUTCOME_3: LEARN TO COMPLETE A SUCCESSFUL JOB INTERVIEW   GRADE      21
CODE:            2 EXPECTED NO.      800 ACTUAL NO.      507

OUTCOME_4: PREPARE A CREDENTIAL FOLDER                    GRADE      21
CODE:            0 EXPECTED NO.        0 ACTUAL NO.        0

OUTCOME_5:                                                GRADE       0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.        0

OUTCOME_6:                                                GRADE       0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.        0

OUTCOME_7:                                                GRADE       0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.        0

OUTCOME_8:                                                GRADE       0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.        0

OUTCOME_9:                                                GRADE       0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: INSTRUCT STUDENTS ON JOB SEEKING "PIECES"	CODE:	1
ACTIVITY_2: CONDUCT STUDENT "INSERVICE" ON EMPLOYABILITY SKILL	CODE:	2
ACTIVITY_3: VIDEO TAPE JOB INTERVIEW SIMULATIONS	CODE:	3
ACTIVITY_4: REVIEW STUDENT CREDENTIAL FOLDERS	CODE:	3
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	0	$	0	$	0
TRAVEL	$	200	$	117	$	-83
EQUIPMENT	$	10300	$	10326	$	26
SUPPLIES	$	3725	$	3782	$	47
CONTRACTS	$	775	$	775	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	15000	$	15000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: EXERCISES, VIDEO TAPE SIMULATIONS, PROGRESS EVALUATIONS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS -- JUNIORS AND SENIORS, N=800

ACTUAL: SAME--ALTHOUGH, N=646

DATA COLLECTED:

PLANNED: EXERCISE RESULTS, VIDEO OBSERVATIONS, PROGRESS DATA

ACTUAL: SAME--ALTHOUGH 5 PROGRAMS DID NOT PARTICIPATE

CRITERIA USED:

PLANNED: NOT SPECIFIED

ACTUAL: PERCENTAGE COMPLETION RATES, PROFICIENCY AT 79 PERCENT

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VEPD: 005 TRI-COUNTY JOINT VOCATIONAL SCHOOL

PROJECT GOAL: Tri-County VEPD ninth- and tenth-grade students will be better informed as they make a career choice concerning J.V.S. vocational programs. J.V.S. guidance staff will develop brochures and booklets detailing the vocational programs available at Tri-County.

GOAL JUSTIFICATION: The development of brochures and booklets will be the third phase of a plan to enhance J.V.S. orientation procedures. The 1986-87 program improved G.A.T.B. orientation and the 1987-88 project was used to prepare a slide/tape presentation.

PROGRAM NARRATIVE: After meeting with the guidance advisory committee, it was decided that incoming freshmen needed more information concerning programs at their vocational center. This information would be presented in the form of a revised color brochure and literature provided during classroom orientation sessions given by the vocational school orientation counselor. In addition, the counselor would survey visiting sophomores to determine how knowledgeable they are of the jobs available to vocational graduates.

During the months of September and October, the J.V.S. counselor worked with vocational staff to prepare a one-page information sheet to be used in a booklet for visiting freshmen. Because of the limited time involved and the difficulty of the staff to meet deadlines along with the many duties of the vocational counselor, many of the programs did not meet guidelines for the mass production and distribution of the schoolwide booklet.

Work on completion of the booklet was postponed until May/June 1989. While the entire booklet was not finished, I feel that the classroom tour visits by the ninth graders was better because the instructors gave more informative tours to the ninth-grade visitors.

PROGRAM NARRATIVE: (Continued)

The vocational counselor developed a color brochure (with the aid of vocational graphic students), handouts with vocational job salaries, and "competitive edge facts." This information was distributed to all 1,120 freshmen in the vocational district. These presentations were made the months of September, October and November. Fifth-six orientation sessions were given in classrooms; group size ranged from sixteen to thirty-five students each. After the J.V.S. orientation, a crossword puzzle quiz was given to the class. A breakdown of these areas is provided in the evaluation section.

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               OHIO GUIDANCE PROGRAM GRANT EVALUATION            page 1

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| VEPD_CODE:          5      SCHL_NAME: TRI-COUNTY JVS                  |
| BUDGET_AMT: $       10000                                             |
|------------------------------------------------------------------------


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: IDENTIFY VOC. SKILLS AND MATCH WITH PROG. TITLE   GRADE           9
CODE:              6 EXPECTED NO.       1020 ACTUAL NO.       913

OUTCOME_2: IDENTIFY POTENTIAL JOBS AND MATCH TO PROG. TITLE  GRADE          10
CODE:              8 EXPECTED NO.        520 ACTUAL NO.      0

                                                             GRADE           0
OUTCOME_3:
CODE:              0 EXPECTED NO.          0 ACTUAL NO.      0

                                                             GRADE           0
OUTCOME_4:
CODE:              0 EXPECTED NO.          0 ACTUAL NO.      0

                                                             GRADE           0
OUTCOME_5:
CODE:              0 EXPECTED NO.          0 ACTUAL NO.      0

                                                             GRADE           0
OUTCOME_6:
CODE:              0 EXPECTED NO.          0 ACTUAL NO.      0

                                                             GRADE           0
OUTCOME_7:
CODE:              0 EXPECTED NO.          0 ACTUAL NO.      0

                                                             GRADE           0
OUTCOME_8:
CODE:              0 EXPECTED NO.          0 ACTUAL NO.      0

                                                             GRADE           0
OUTCOME_9:
CODE:              0 EXPECTED NO.          0 ACTUAL NO.      0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT HOME SCHOOL CLASSROOM ORIENTATION	CODE: 1
ACTIVITY_2:	CONDUCT JVS ON-SITE TOUR	CODE:
ACTIVITY_3:	SURVEY VISITORS ON "PLANNED INTENTIONS"	CODE: 5
ACTIVITY_4:	ADMINISTER "PUZZLE" MATCHING TEST	CODE: 8
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 5152	$ 5107	$ -45
TRAVEL	$ 500	$ 529	$ 29
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 248	$ 293	$ 45
CONTRACTS	$ 4100	$ 4070	$ -30
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 9999	$ -1

EVALUATION PROCESS

PROCEDURES:

PLANNED: CLASSROOM TEST, "HOMEMADE" INTEREST SURVEYS, ATTENDANCE FIGURES

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS -- 10'TH GRADERS, N=2050

ACTUAL: SAME--ALTHOUGH, N=1953

DATA COLLECTED:

PLANNED: SURVEY RESULTS, ENROLLMENT FIGURES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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EVALUATION PROCESS

P[illegible]CEDURES:

PLANNED: GRADE 9 = MATCHING EXERCISE; GRADE 10 = MATCHING TEST

ACTUAL: GRADE 9 = MATCHING EXERCISE; GRADE 10 DID NOT HAPPEN

WHO EVALUATED:

PLANNED: GRADE 9 = 1200; GRADE 10 = 650

ACTUAL: GRADE 9 = 1065; GRADE 10 = 0

DATA COLLECTED:

PLANNED: SCORES ON MATCHING EXERCISES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 85 PERCENT OF STUDENTS ANSWER 100 % OF MATCHING TEST CORRECTLY

ACTUAL: 86 PERCENT OF STUDENTS ANSWERED 100 % CORRECTLY

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VEPD: 006 **BELMONT-HARRISON VOCATIONAL SCHOOL DISTRICT**

PROJECT GOAL: Promotion of student career decision-making skills.

GOAL JUSTIFICATION: The curriculum chosen by many VEPD students demonstrates inadequate career decision-making skills.

PROGRAM NARRATIVE: The VEPD counselors and guidance staff from the Belmont and Harrison Career Centers cooperated in a planned program to stimulate national career decision making on the part of BEPD students.

Specifically:

Eithth graders are introduced to the vocational school programs, technical college offerings and university classes in a day-long field trip.

Ninth graders continue research and discussion of career and personal options. A new element this year will be the CAPS test to promote awareness of aptitudes and corresponding career possibilities.

Tenth graders receive an intensive orientation to vocational education in class sized groups followed up by an all-day hands on experience in the vocational setting.

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            OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                       |
| VEPD_CODE:         6     SCHL_NAME: BELMONT-HARRISON VSD             |
| BUDGET_AMT: $      10000                                              |
|_______________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: CHOOSE TO ENROLL IN VOCATIONAL PROGRAMS (N=1200)   GRADE        10
CODE:          3 EXPECTED NO.        300 ACTUAL NO.        170

OUTCOME_2: CHOOSE TO ENROLL IN COLLEGE PREP ENGLISH (N=1200)  GRADE        10
CODE:          6 EXPECTED NO.        480 ACTUAL NO.        186

                                                              GRADE         0
OUTCOME_3:
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

                                                              GRADE         0
OUTCOME_4:
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

                                                              GRADE         0
OUTCOME_5:
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

                                                              GRADE         0
OUTCOME_6:
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

                                                              GRADE         0
OUTCOME_7:
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

                                                              GRADE         0
OUTCOME_8:
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

                                                              GRADE         0
OUTCOME_9:
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT ORIENTATION SESSIONS CODE: 6

ACTIVITY_2: CONDUCT "CAREER DAYS" AT CAREER CENTER CODE: 12

ACTIVITY_3: CONDUCT FIELD TRIP TO CAREER CENTER -- 8'TH GRADE CODE: 6

ACTIVITY_4: ADMINISTER "CAPS" SURVEY TO 9'TH GRADE CODE: 6

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 10000	$ 10000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: DETERMINE ENROLLMENT FIGURES

ACTUAL: SAME

WHO EVALUATED:

PLANNED: 10'TH GRADE ENROLLEES -- N=1200

ACTUAL: SAME--ALTHOUGH, N=549

DATA COLLECTED:

PLANNED: NOT DESCRIBED

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 007 **SOUTHERN HILLS JVS CAREER CENTER**

PROJECT GOAL: Students will develop and understand the necessary skills and knowledge that they need to correctly fill out a job application, write a job-ready resume, and conduct a proper job interview.

GOAL JUSTIFICATION: All eleventh-grade students, after having a six-week course on job application, resume writing skills, and proper job interview techniques, will be able to complete a job application, write a job-ready resume, and demonstrate knowledge of proper interview techniques as evidenced by a test of knowledge of these specified skills.

PROGRAM NARRATIVE: Seven sections of junior-year English students were taught proper resume writing skills, the use of the computer to write a resume, and given the assignment to do an individualized resume. They were also taught the skills necessary to properly fill out a job application form, and be fully prepared to interview for a job.

The seniors were given an opportunity to update their resumes in September and October. The juniors learned their resume-writing skills during the first six weeks of school. During the Spring quarter, the unit on job application skills was taught in the junior English classes.

The following materials were used--filmstrips, videotapes, posters, and handouts.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:         7     SCHL_NAME: SOUTHERN HILLS JVS                 |
| BUDGET_AMT: $       5000                                               |
|                                                                        |
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                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: COMPLETE A CORRECT JOB APPLICATION              GRADE        11
CODE:            8 EXPECTED NO.        180 ACTUAL NO.     140

OUTCOME_2: COMPLETE A JOB-READY RESUME                     GRADE        11
CODE:            8 EXPECTED NO.        180 ACTUAL NO.     140

OUTCOME_3: COMPLETE A SUCCESSFUL MOCK JOB INTERVIEW        GRADE        11
CODE:            2 EXPECTED NO.        180 ACTUAL NO.     140

OUTCOME_4:                                                 GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.      0

OUTCOME_5:                                                 GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.      0

OUTCOME_6:                                                 GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.      0

OUTCOME_7:                                                 GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.      0

OUTCOME_8:                                                 GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.      0

OUTCOME_9:                                                 GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.      0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT 4-WEEK UNIT ON JOB READINESS	CODE:	1
ACTIVITY_2:	ASSIST STUDENTS ENTER RESUME ON PC	CODE:	3
ACTIVITY_3:	CONDUCT VIDEO SESSIONS OF MOCK JOB INTERVIEWS	CODE:	3
ACTIVITY_4:		CODE:	0
ACTIVITY_5:		CODE:	0
ACTIVITY_6:		CODE:	0
ACTIVITY_7:		CODE:	0
ACTIVITY_8:		CODE:	0
ACTIVITY_9:		CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4500	$ 4500	$ 0
TRAVEL	$ 100	$ 100	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 400	$ 400	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: ADMINISTER CLASSROOM TESTS; EVALUATE SIMULATION RESULTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: PARTICIPATING 11th GRADERS; N = 200

ACTUAL: SAME, ALTHOUGH N = 142

DATA COLLECTED:

PLANNED: TEST SCORES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 80 PERCENT OF PARTICIPANTS ATTAIN PASSING GRADE

ACTUAL: 99 PERCENT OF PARTICIPANTS ATTAIN PASSING GRADES

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VEPD: 008 **BUTLER COUNTY J.V.S.D.**

PROJECT GOAL: Sophomores in each VEPD home school will develop an increased awareness of available vocational programming in order to make an educational choice that best fits the student's needs.

GOAL JUSTIFICATION: Based on information gathered through the 87-88 program survey, home school administrative input, and the student services advisory committee's review, it is felt that we need to increase the career training awareness level of VEPD sophomores.

PROGRAM NARRATIVE: One thousand nine hundred and fifty-three Butler County VEPD sophomores participated in a career exploration program. The program consisted of activities to assist the students to develop a better understanding of themselves and how their future endeavors can affect their surroundings. Activities were provided by counselors from the career center. Student groups were small, normally a regularly scheduled class was presented too. The activities presented enabled the student to evaluate their likes and dislikes.

The counselors showed students a video of the career center. The students also completed an interest checklist. The counselors then discussed with the students how their likes and dislikes may or may not coincide with the career center training programs.

Students that wanted to explore further their findings from the interest checklist and the interest they gathered from the video and class discussion, were provided additional voluntary activities to pursue. These activities included a standard interest test, small group or individual tours of the career center (students were encouraged to include their parents), OCIS printouts, and a hands-on vocational exploration career day.

VEPD: 008 BUTLER COUNTY J.V.S.D. (Page 2)

PROGRAM: NARRATIVE: (Continued)

The career center counselors were responsible for conducting these activities. Information accumulated by the career center counselors was provided to the home school counselors so that they could further aid the sophomores when they selected courses/programs for the following year. In the spring (April-May) career center counselors evaluated the program by surveying sophomores to see if courses/programs selected for the next year coincided with questionnaires and test results previously completed in the school year.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                          |
| VEPD_CODE:          8     SCHL_NAME: BUTLER CO. JVSD                     |
| BUDGET_AMT: $       15000                                                |
|                                                                          |
 --------------------------------------------------------------------------


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: IDENTIFY HIGHEST CAREER INTEREST             GRADE        10
CODE:             8 EXPECTED NO.      2050 ACTUAL NO.      1953

OUTCOME_2: IDENTIFY FUTURE EDUCATIONAL PLANS            GRADE        10
CODE:             6 EXPECTED NO.      2050 ACTUAL NO.      1953

OUTCOME_3:                                              GRADE         0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_4:                                              GRADE         0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_5:                                              GRADE         0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_6:                                              GRADE         0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_7:                                              GRADE         0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_8:                                              GRADE         0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_9:                                              GRADE         0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT CAREER EXPLORATION PROGRAM	CODE:	6
ACTIVITY_2:	REVIEW OCIS DATA	CODE:	9
ACTIVITY_3:	CONDUCT INTEREST SURVEY	CODE:	6
ACTIVITY_4:		CODE:	0
ACTIVITY_5:		CODE:	0
ACTIVITY_6:		CODE:	0
ACTIVITY_7:		CODE:	0
ACTIVITY_8:		CODE:	0
ACTIVITY_9:		CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	15000	$	15000	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	15000	$	15000	$	0

VEPD: 009 **HAMILTON CITY SCHOOL DISTRICT**

PROJECT GOAL: **Ninth-grade students will develop the necessary knowledge and skills to make a successful transition from education and training to work.**

GOAL JUSTIFICATION: **In previous years ninth-grade students did not have the opportunity to tour the high school vocational facilities. By taking vocational tours, students will become more knowledgeable of the options available to them in vocational education.**

PROGRAM NARRATIVE: VOCATIONAL TOURS:

During November, December, and February, vocational counselors went to the three junior high schools and accomplished the following:

a. **Handed out and discussed the vocational handbook (1.1A).**

b. **Transported all ninth graders to high school and toured the vocational facilities.**

c. **Ninth-grade students completed a follow-up test and identified seven of the ten vocational programs that they viewed.**

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:         9    SCHL_NAME: HAMILTON CITY SCHOOL DIST          |
| BUDGET_AMT: $       5000                                               |
|                                                                        |
 ------------------------------------------------------------------------


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: ALL 9th GRADERS WILL LIST 7 OF 10 VOC. ED. PROG.   GRADE        9
CODE:           6 EXPECTED NO.        740 ACTUAL NO.        346

OUTCOME_2:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_3:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_4:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_5:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_6:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_7:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_8:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_9:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	VISIT HOME SCHOOLS TO PRESENT VOC. HANDBOOKS	CODE: 1
ACTIVITY_2:	CONDUCT TOUR OF VOCATIONAL FACILITY	CODE: 6
ACTIVITY_3:	ADMINISTER FOLLOW-UP TEST	CODE: 8
ACTIVITY_4:		CODE: 0
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 5000	$ 5000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: ADMINISTER WRITTEN TEST

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 9th GRADERS; N=740

ACTUAL: SAME--ALTHOUGH N=395

DATA COLLECTED:

PLANNED: TEST SCORES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT SPECIFIED

ACTUAL: 87.6% OF PARTICIPANTS ACHIEVED 70% ACCURACY LEVEL

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VEPD: 011 **SPRINGFIELD-CLARK JOINT VOCATIONAL SCHOOL**

PROJECT GOAL: To identify "high-risk" juniors and seniors and encourage them to participate in special sessions designed to modify their behavior and attitudes in order to increase the probability of success in the transition from high school into the labor market.

GOAL JUSTIFICATION: It is the opinion of the administration, instructional staff, and local employers that students must meet certain standards relative to attendance, grades, and interpersonal relationships in order to find and keep employment in today's labor market.

PROGRAM NARRATIVE: During June 1988, counselors reviewed the school records of incoming juniors and seniors to identify "high-risk" students who had an absence rate of 20 days or more and who had earned a grade average of "D" or lower. These students were selected to participate in group sessions at the beginning of the 1988-89 school year to explore the cause/effect of past behaviors and relate their past experiences to their present situations.

In August, two weeks before the start of school, a meeting was conducted by the counselors which included identified "high-risk" students and their parents. A panel of three personnel managers addressed the group. They stressed the needs of business and industry in relation to attendance and job skills developed in high school. The group process concept was explained to the parents and they were surveyed to determine their understanding and their willingness to work with the school in assisting their children in developing more positive school records.

During September and October, counselors met with students in groups of ten or less. Each group met once a week for a period of five weeks. Through interaction with each other and the group facilitator, the students more fully understood themselves and those they interact with most frequently (family, staff, other students). With an understanding of why negative situations arise,

PROGRAM: NARRATIVE: (Continued)

students were more capable of modifying their behavior which led to positive results.

The purpose of the program and the activities that are involved were explained to the advisory committee in a meeting conducted by the counselors in October.

During October, January, March and May, counselors monitored individual students when interim reports were given. This was done to determine the progress of students and to provide support when needed.

At the end of the fifth week, students were surveyed to determine how many had gained insight in coping with problems which have a negative effect on their attitude towards school.

During the month of June, the counselors reviewed the final grade reports and collected attendance and grade average data that was used in the evaluation.

Also, in June, the counselors met with the advisory committee to review the results of the data gathered and to receive input from the committee concerning the merit of the program and procedures used.

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            OHIO GUIDANCE PROGRAM GRANT EVALUATION         page 1

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|                                                                  |
| VEPD_CODE:        11     SCHL_NAME: SPRINGFIELD-CLARK CO. JVS   |
| BUDGET_AMT: $      10000                                         |
|__________________________________________________________________|


                      STUDENT OUTCOMES
                      ----------------

OUTCOME_1: "AT RISK" STUDENTS HAVE FEWER THAN 18 ABSENCES    GRADE      11
CODE:          5 EXPECTED NO.        91 ACTUAL NO.        59

OUTCOME_2: "AT RISK" STUDENTS ATTAIN A "C" AVERAGE OR HIGHER  GRADE     11
CODE:          4 EXPECTED NO.        91 ACTUAL NO.        44

                                                             GRADE       0
OUTCOME_3:
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

                                                             GRADE       0
OUTCOME_4:
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

                                                             GRADE       0
OUTCOME_5:
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

                                                             GRADE       0
OUTCOME_6:
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

                                                             GRADE       0
OUTCOME_7:
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

                                                             GRADE       0
OUTCOME_8:
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

                                                             GRADE       0
OUTCOME_9:
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT MEETING WITH PARENTS OF TARGET STUDENTS	CODE:	6
ACTIVITY_2: CONDUCT "FRESH START" PROGRAM FOR TARGET STUDENTS	CODE:	[illegible]
ACTIVITY_3: CONDUCT GROUP COUNSELING SESSIONS	CODE:	3
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 10593	$ 10580	$ -13
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 399	$ 399	$ 0
SUPPLIES	$ 111	$ 111	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 11103	$ 11090	$ -13

EVALUATION PROCESS

PROCEDURES:

PLANNED: EXAMINATION OF STUDENT REPORT CARDS AND ATTENDANCE RECORDS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS -- 11`TH GRADERS, N=140

ACTUAL: SAME--ALTHOUGH, N=92

DATA COLLECTED:

PLANNED: GRADE REPORTS AND ATTENDANCE RECORDS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 65 PERCENT SUCCESS RATE

ACTUAL: SAME

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VEPD: 012 U.S. GRANT JOINT VOCATIONAL SCHOOL

PROJECT GOAL: Students will develop and understand the necessary skills and knowledge that they need to correctly fill out a job application, write a job-ready resume, and skills necessary for proper job interviewing techniques.

GOAL JUSTIFICATION: All twelfth-grade students (having participated in a six-week course on filling out job applications, resume writing, and proper interviewing techniques), will be able to correctly fill out job applications, write a job ready resume, and complete an interview as evidenced by test results and completed projects at the end of each unit. All twelfth-grade students will also write job ready resumes, complete six perfect job applications, and take part in simulated interviews.

PROGRAM NARRATIVE:

I. Each senior at Grant Career Center was taught two proper methods and forms of job ready resumes. They were then given the opportunity to write their own resumes and put them on computer discs or type them and put them on file in the placement office for further reference. They were also taught the proper methods of filling out an application. The students were then given several applications from various industries to fill out. They were graded on their procedure. During the final phase, students were taught the proper techniques in conducting an interview and given the opportunity to participate in mock interviews.

II. The course described above was taught over a six-week period during the third quarter involving other job survival and job readiness skills.

III. The course was taught by the English and social studies departments.

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           OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                  |
| VEPD_CODE:        12     SCHL_NAME: U.S. GRANT JVS              |
| BUDGET_AMT: $       5000                                         |
|                                                                  |
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                         STUDENT OUTCOMES
                         ----------------

OUTCOME_1: COMPLETE JOB APPLICATIONS WITHOUT ERRORS.      GRADE          12
CODE:          8 EXPECTED NO.       160 ACTUAL NO.      127

OUTCOME_2: COMPLETE RESUME IN "LETTER PERFECT" FORM       GRADE          12
CODE:          8 EXPECTED NO.       160 ACTUAL NO.      127

OUTCOME_3: COMPLETE A MOCK INTERVIEW SUCCESSFULLY         GRADE          12
CODE:          2 EXPECTED NO.       160 ACTUAL NO.      127

OUTCOME_4:                                                GRADE           0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_5:                                                GRADE           0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_6:                                                GRADE           0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_7:                                                GRADE           0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_8:                                                GRADE           0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_9:                                                GRADE           0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT 6-WEEK JOB READINESS UNIT	CODE:	1
ACTIVITY_2: CONDUCT VIDEO MOCK JOB INTERVIEWS	CODE:	[illegible]
ACTIVITY_3:	CODE:	0
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED		ACTUAL		DIFFERENCE	
PERSONNEL	$	4500	$	4500	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	500	$	500	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	5000	$	5000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITEN TESTS, STUDENT GENERATED RESUMES, JOB APPLICATIONS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 12th GRADERS, N=160

ACTUAL: SAME--ALTHOUGH N=146

DATA COLLECTED:

PLANNED: TEST SCORES, RESUME REVIEWS, JOB APPLICATION REVIEWS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 75% CORRECT TEST REPONSES, LETTER PERFECT RESUME, 6 CORRECT APPS.

ACTUAL: 87% PASSED TESTS, 100 PERCENT COMPLETED RESUMES AND APPLICATIONS

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VEPD: 013 WEST CLERMONT LOCAL SCHOOL DISTRICT

PROJECT GOAL: O.W.A. students will have the assistance needed in meeting the demands of society while fulfilling their own needs for growth and development through understanding of themselves and the world of work.

GOAL JUSTIFICATION: To concern oneself with the event of occupational choice is not enough, the students must learn not simply what to choose but how to choose.

PROGRAM NARRATIVE: The project undertaken by the O.W.A. classes, teachers and the counselor, was developed to help the students gain greater understanding of themselves and the world of work. Through the development of exploratory and decision-making skills, the primary objective was to help the students know how to adjust to changes in the world of work, and changes that take place within the individual.

The activities began in October, which was about two weeks later than anticipated. The O.W.A. teachers and counselor, using the Exploring Career Decision Making textbook, filmstrips, and activities book, set out to meet the objectives in the following areas:

Career Awareness
Decision Making
Self Exploration
Occupational Exploration
Interests
Work Activities
Work Situations
Credentials/Competencies
Aptitude
Working, Career & Leisure
Economic Influences
Social and Family Influences
Career Planning
Your Future

The students had some difficulty completing the activities because of the abstract nature of the filmstrip examples. But the evaluations were completed and showed that the students had a good understanding of the material, specifically applying the 5 step strategy of career decision Making.

It was emphasized to the student that things will change in their lives, but strategies for accomplishing goals will basically stay the same.

PROGRAM NARRATIVE: (Continued)

The evaluations were completed later than anticipated. The first evaluation was completed after the unit on "Work Situations." The second and final evaluations were completed after the unit on "Your Future." Also the "Career Focus" was done in the month of May and helped the students to pinpoint some occupations to explore.

The evaluations showed that most of the students understood the material presented, but most importantly the strategies used to make decisions formed a basis to build on for the future.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:        13     SCHL_NAME: WEST CLERMONT LSD                  |
| BUDGET_AMT: $       5000                                               |
|________________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: OWA STUDENTS WILL GAIN KNOWLEDGE ON WORK WORLD     GRADE          99
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_2:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_3:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_4:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_5:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_6:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_7:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_8:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_9:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTI[illegible]TY_1:	CONDUCT UNIT ON CAREEER DECISION MAKING SYSTEM	CODE: 5
ACTIVITY_2:	CONDUCT UNIT ON SELF EXPLORATION	CODE: 5
ACTIVITY_3:	ASSIST WITH CAREER FOCUS PROJECT	CODE: 5
ACTIVITY_4:	ASSIST WITH PREPARATION OF INDIVIDUAL JOURNALS	CODE: 3
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 4897	$ 5000	$ 103
SUPPLIES	$ 103	$ 0	$ -103
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN CLASSROOM TESTS (3), REVIEW OF JOURNAL AND FOCUS PROJECT

ACTUAL: SAME

WHO EVALUATED:

PLANNED: OWA PARTICIPANTS, N=28

ACTUAL: SAME, ALTHOUGH N=21

DATA COLLECTED:

PLANNED: TEST SCORES, REVIEW OBSERVATIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: SAME

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C4

VEPD: 015 COLUMBIANA CO. JOINT VOCATIONAL SCHOOL DISTRICT

PROJECT GOAL: Students will develop and understand the skills and knowledge that they need to make more informed decisions concerning their career plans in relationship to interests, aptitudes, and occupations.

GOAL JUSTIFICATION: Based upon the information collected and the decision made with students during the second year of the grant, students need more information to expand interests and capabilities in making career decisions.

PROGRAM NARRATIVE: The guidance career program will contain activities to help students expand interests, information, and to discover resource materials that can be used in making career decisions. The counselor will provide orientation days in September using materials, equipment and discussions, for the purpose of assisting students to better understand their own interests, likes and dislikes, and how to expand their areas of interest using tools of research.

After taking the ASVAB test in October, eleventh-grade students will compare their original interest to the results on the ASVAB. The three-week orientation and implementation of the program will allow students opportunities to examine their own aptitudes and career choices. A final written test from the students will be used to examine students' knowledge of the outcome. In addition, the purchase of the AEL Career Exploration and Planning Program will assist students when making comparison with their original list of interests and aptitudes and their results of interests and aptitudes from the ASVAB test and the AEL. Also, eleventh-grade students using this information, will research and be able to expand their interests and aptitudes, and relate them to an occupational choice.

OHIO GUIDANCE PROGRAM GRANT EVALUATION

VEPD_CODE: 15 SCHL_NAME: COLUMBIANA COUNTY JVSD
BUDGET_AMT: $ 10000

STUDENT OUTCOMES

OUTCOME_1: AWARENESS OF CAREER EXPLORATION RESOURCES AVAILABL GRADE 11
CODE: 6 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_2: LIST 13 INTERESTS FROM ASVAB RESULT CARD GRADE 11
CODE: 8 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_3: UNDERSTAND SELF, INTERESTS AND APTITUDES GRADE 11
CODE: 8 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_4: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_5: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_6: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_7: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_8: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_9: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

C6

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT 1-WEEK CAREER ORIENTATION UNIT	CODE:	1
ACTIVITY_2: ADMINISTER ASVAB INVENTORY	CODE:	8
ACTIVITY_3: DELIVER INDIVIDUALIZED CAREER EXPLORE/PLAN PROG.	CODE:	5
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	9220	$	9220	$	0
TRAVEL	$	100	$	108	$	8
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	680	$	672	$	-8
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	10000	$	10000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN TESTS, COMPUTER PROGRAM

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 11th GRADERS, N=UNSPECIFIED

ACTUAL: SAME

DATA COLLECTED:

PLANNED: TEST SCORES, COMPUTERIZED EVALUATIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: SAME

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VEPD: 016 EAST LIVERPOOL CITY SCHOOLS

PROJECT GOAL: Students will understand how employability skills will help them acquire their career goals.

GOAL JUSTIFICATION: This goal was selected due to information from classroom teachers and vocational instructors which indicated that students do not see the importance of developing skills, academic and/or vocational, that will enable them to continue their education and/or to gain employment.

PROGRAM NARRATIVE: In early September tentative approval for the FY 89 Career Guidance Program Grant was received. Final approval was pending due to needed revisions which were made and sent to Columbus at the end of September.

In the revised version it was stipulated that the grant monies were to be spent on vocational or potential vocational students, therefore Outcome #2 of the FY 89 Grant was revised to include only vocational eleventh grade students, (Outcome #3).

Materials for the employability skills class were developed in September and October which included worksheets, reference materials and the pre- and post-test.

During the period November through January, small group classes were set up to evaluate and teach the students employability skills. There were 131 eleventh-grade vocational students in six groups.

February and March data was correlated from the classes for evaluation.

During March and April, individual sessions were set up for students who did not meet requirements for completing the outcomes.

The final report was written during May and June.

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            OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                       |
| VEPD_CODE:        16     SCHL_NAME: EAST LIVERPOOL CITY SCHLS        |
| BUDGET_AMT: $        5000                                             |
|_______________________________________________________________________|


                         STUDENT OUTCOMES
                         ----------------

OUTCOME_1: ABILITY TO IDENTIFY AND LIST EMPLOYABILITY SKILLS  GRADE        11
CODE:           12 EXPECTED NO.       310 ACTUAL NO.        120

OUTCOME_2: ABILITY TO DEMONSTRATE HOW SKILLS FIT WITH GOALS   GRADE        11
CODE:           12 EXPECTED NO.       155 ACTUAL NO.        120

OUTCOME_3:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1:	PREPARE MATERIALS FOR EMPLY. SKILLS CLASS	CODE: 2
ACTIVITY_2:	CONDUCT EMPLOYABILITY SKILLS CLASS	CODE: 1
ACTIVITY_3:	CONDUCT PRE/POST TEST ON EMPLOYABILITY SKILLS	CODE: 8
ACTIVITY_4:		CODE: 0
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 5000	$ 5000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE/POST TEST DESIGN, WORKSHEET TEST

ACTUAL: SAME

WHO EVALUATED:

PLANNED: CLASS PARTICIPANTS, N=UNSPECIFIED

ACTUAL: SAME, ALTHOUGH N=131

DATA COLLECTED:

PLANNED: TEST RESULTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 80% OF PARTICIPANTS WILL TEST SUCCESSFULLY - NO STANDARDS APPLIED

ACTUAL: 91% OF PARTICIPANTS ACHIEVED 72% OR GREATER TEST ACCURACY

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VEPD: 018 BEDFORD CITY SCHOOLS

PROJECT GOAL: Students will explore their interests and abilities and become acquainted with the aptitudes and educational needs for various careers. Thus, they will be able to structure their educational course selections to meet the requirements for pursuing a realistic career of their choice.

GOAL JUSTIFICATION: An incentive for career planning and realizing the relationship of particular high school courses to careers has been neglected. Students desperately need help in determining their high school program of studies and in developing a sense of career direction by linking today's studies with tomorrow's careers. This is a continuation of the present goal.

PROGRAM NARRATIVE: We have two microcomputers, two VCR's, one video disc player, and various print materials. We encouraged students in the ninth through twelfth grade to use this equipment under our supervision to search for careers, college, and military programs that correlated with their interests.

We discovered a career computer program, "Career Finder," by Wintergreen and all of us (counselors and students) are wild about it. A procedure that evolved as the year went along was to have students start with "Career Finder," then use the excellent printout results to move to appropriate video and print materials, such as "Vocations USA," "Kaleidoscope of Careers," and the Occupational Outlook Handbook.

In fact, instead of using the Ohio Career Survey with sophomores, we used "Career Finder," spending the money saved on the Ohio Career Survey to purchase a second "Career Finder" and more career materials, such as "Kaleidoscope of Careers."

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:        18     SCHL_NAME: BEDFORD CITY SCHOOLS               |
| BUDGET_AMT: $       5000                                               |
|                                                                        |
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                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: EXPLORE INTERESTS/ABILITIES VIA COMPUTER         GRADE        7
CODE:           8 EXPECTED NO.        575 ACTUAL NO.        0

OUTCOME_2: MATCH CAREER EXPLORATION WITH COURSE SELECTION   GRADE        8
CODE:           6 EXPECTED NO.        575 ACTUAL NO.      250

OUTCOME_3: IDENTIFY FOUR CAREER AREAS OF HIGH INTEREST      GRADE       10
CODE:          12 EXPECTED NO.        350 ACTUAL NO.        0

OUTCOME_4: CORRELATE INTERESTS WITH 2 CAREERS OR COLLEGE PLAN GRADE     11
CODE:           6 EXPECTED NO.        350 ACTUAL NO.        0

OUTCOME_5:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_6:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_7:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_8:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_9:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT "CAREER FINDER" EXERCISE - 7th GRADE	CODE:	9
ACTIVITY_2: HELP MATCH STUDENT INTERESTS WITH COURSES - 8th	CODE:	3
ACTIVITY_3: CONDUCT "CAREER FINDER" EXERCISE - 10th GRADE	CODE:	9
ACTIVITY_4: HELP MATCH STUDENT INTERESTS WITH CAREERS/PLANS	CODE:	5
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 575	$ 470	$ -105
TRAVEL	$ 100	$ 0	$ -100
EQUIPMENT	$ 825	$ 2325	$ 1500
SUPPLIES	$ 3500	$ 2079	$ -1421
CONTRACTS	$ 0	$ 100	$ 100
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 4974	$ -26

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN TESTS, TEACHER OBSERVATIONS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL PARTICIPANTS, N=UNSPECIFIED

ACTUAL: SAME

DATA COLLECTED:

PLANNED: TEST RESULTS, TEACHER EVALUATIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 019 CLEVELAND CITY

PROJECT GOAL: Students will develop and incorporate their skills that lead to better self-assessment, career planning, and career decision making. Focus will be on becoming an effective learner (i.e., learning time management, developing self-responsibility, attendance, promptness, etc.), and learning to transfer effective learner skills to employability skills.

GOAL JUSTIFICATION: To acquire and hold a job in a fast changing, high tech world, students need to know how to assess their skills, values, and interests, make continuous appropriate career decisions, and be seen as responsible, productive people.

PROGRAM NARRATIVE: The career guidance manual of activities entitled "Focus on the Future" for grades seven through twelve, developed during the 1987-88 school year, was used in all secondary schools. The secondary counselors used these activities in class size groups. The topics included self-assessment, career planning, career decision making and employability skills. Three members of the writing team in-serviced the counselors on the use of the guidance activities.

Resources purchased from various guidance catalogs such as filmstrips, videocassettes on career planning, etc., were provided to all secondary schools to supplement the manual lessons.

An evaluation instrument was developed by project coordinators, consultants, and counselors.

"Focus on the Future" career guidance manual lessons were used in group guidance classes.

The writing team, composed of counselors and teachers, developed new lessons for a manual to include grades K-6, and started developing/revising lessons for a manual to include grades seven through twelve.

The evaluation instrument was administered to a sample of students.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION         page 1

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|                                                                        |
| VEPD_CODE:        19     SCHL_NAME: CLEVELAND CITY SCHOOLS             |
| BUDGET_AMT: $       30000                                              |
|                                                                        |
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                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: UNDERSTAND ONES UNIQUE PERSONAL CHARACTERISTICS    GRADE        88
CODE:            1 EXPECTED NO.       38000 ACTUAL NO.        800

OUTCOME_2: ABILITY TO LIST STEPS IN MAKING A CAREER DECISION  GRADE        88
CODE:            5 EXPECTED NO.       38000 ACTUAL NO.        800

OUTCOME_3: UNDERSTAND THAT SCHOOL SKILLS ARE NEEDED FOR WORK  GRADE        88
CODE:            8 EXPECTED NO.       38000 ACTUAL NO.        800

OUTCOME_4:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.       0

OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.       0

OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.       0

OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.       0

OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.       0

OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.       0
```

PROGRAM ACTIVITIES

ACTIVITY_1: IMPLEMENT ACTIVITIES IN MANUAL "FOCUS ON THE FUTUR CODE: 1

ACTIVITY_2: CODE: 0

ACTIVITY_3: CODE: 0

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	14406	$	14406	$	0
TRAVEL	$	40	$	37	$	-3
EQUIPMENT	$	4000	$	4000	$	0
SUPPLIES	$	8154	$	8154	$	0
CONTRACTS	$	3400	$	3403	$	3
OTHER	$	0	$	0	$	0
TOTAL	$	30000	$	30000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: SAMPLE SURVEY FOR TESTING OF KNOWLEDGE

ACTUAL: SAME

WHO EVALUATED:

PLANNED: SAMPLE OF ALL SECONDARY STUDENTS PARTICIPATING IN PROGRAM

ACTUAL: N=823

DATA COLLECTED:

PLANNED: TEST SCORES - COMPUTERIZED TESTING SYSTEM

ACTUAL: SAME

CRITERIA USED:

PLANNED: 75% OF SAMPLE MUST SCORE ACCEPTABLE RESPONSES

ACTUAL: SAME

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VEPD: 020 CLEVELAND HEIGHTS/UNIVERSITY HEIGHTS

PROJECT GOAL: VEPD sophomores will gain an understanding and knowledge about vocational programs to be better prepared for career choices.

GOAL JUSTIFICATION: Sophomores will be required to decide their future and options for further study. Students make their choices with insufficient information to make their plans or career choices.

PROGRAM NARRATIVE: The programs were slightly different in the three school districts. Therefore, the program narrative is explained in the three paragraphs below.

Cleveland Heights-University Heights

The vocational counselor visited all the "world history, modern" classes both semesters of the school year to discuss such topics as the difference between vocational education classes and regular classes, criteria used to decide whether or not a student should explore vocational classes, some advantages and disadvantages related to vocational (much longer time in class, smaller classes, previous knowledge about subject not presumed, etc.) A vocational interest survey card was used after the presentation. In addition, the counselor spoke at a tenth-grade curriculum night, primarily to parents. Students indicating an interest in any area were either directed to the teacher of the program, if based in Cleveland Heights High School, or were driven to the program if it was in one of the other schools in the VEPD or if it was in a building within approximately a ten-mile radius of Cleveland Heights High School. The week before physical scheduling took place the vocational counselor visited every tenth-grade mathematics class (except AP classes) to review the vocational options available. The vocational counselor sat among the general counselors when students came to be scheduled for the 1989-90 school year so that he was available for additional help in that setting. In addition, the vocational counselor's office was moved from the vocational part of the school to the counselor's suite.

PROGRAM NARRATIVE: (Continued)

Warrensville Heights High School

Early in the school year all vocational counselors in the building met and decided to create two in-school newsletters to be developed in the graphic arts department. Those were to be more extensive than heretofore, and the vocational counselor was to write part of each newsletter. This was done. The school district videotape created the previous year was shown to all tenth-grade students in their American history classes followed by comments from the tenth-grade counselor and the vocational counselor who were both present at all sessions. Questions were answered. At an earlier assembly addressed by a representative of the National Aeronautics and Space Administration (NASA), vocational interest cards were distributed and collected. The speaker primarily talked about the technical support personnel needed at NASA. Teachers called students who indicated interests in the teacher's vocational specialty. In February interested students were driven to Cleveland Heights High to visit during the morning in the vocational classes provided there. Two evening programs were presented in the middle of February and early June; the first was for parents and students interested in the two-year programs at the schools, the second for parents and students who had signed up for the courses.

Shaker Heights

The vocational counselor was placed on the agenda of the meeting of all the high school counselors (8) early in the school year. He presented the videotape about vocational education in the school district. None of the counselors had seen it. They were very impressed with the content, and recommended that students and parents should see it also. A plan evolved to have the vocational counselor go to every tenth-grade English class, along with the regular counselors, to present information concerning the vocational options. The vocational counselor attended the curriculum might meeting to talk to parents about the programs. All students who filled out cards of interest were driven to the location of the vocational program for a direct interview with the vocational teacher as well as a tour of the

PROGRAM
NARRATIVE:
(Continued)

facility (an opportunity to speak with students presently enrolled in the program).

In addition, it is important to note that the vocational counselor visited each vocational class in each building more than 90 percent of the time he was in the building during the first 70 percent of the school year. The purpose was twofold: 1) since the counselor was new in the program, it was deemed important that vocational students see him and interact with him in order for him to be of better service; and 2) the counselor reminded students that it would be helpful for them to recommend younger students who they knew would profit from a vocational education program.

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           OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                     |
| VEPD_CODE:         20      SCHL_NAME: CLEVELAND/UNIVERSITY HGTS    |
| BUDGET_AMT: $        10000                                          |
|                                                                     |
 ---------------------------------------------------------------------


                        STUDENT OUTCOMES
                        ----------------

OUTCOME_1: MATCH 2 VOD. ED. PROGS. WITH INTERSTS, ABILITIES   GRADE        10
CODE:            8 EXPECTED NO.        1200 ACTUAL NO.        900

OUTCOME_2:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_3:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_4:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT CLASSROOM ORIENTATION CODE: 1

ACTIVITY_2: PRESENT VIDEO MATERIAL CODE: 1

ACTIVITY_3: CONDUCT TOUR OF VOC. ED. PROGS. CODE: 6

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	9250	$	10000	$	750
TRAVEL	$	750	$	0	$	-750
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	10000	$	10000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN TEST

ACTUAL: COUNSELOR OBSERVATIONS

WHO EVALUATED:

PLANNED: ALL 10th GRADERS IN VEPD, N=UNSPECIFIED

ACTUAL: VOCATIONAL COUNSELORS, GENERAL COUSELORS, 10th GRADE PARTICIPANTS

DATA COLLECTED:

PLANNED: TEST SCORES, COUNSELOR OBSERVATIONS

ACTUAL: COUNSELOR OBSERVATIONS

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED, 75% OF STUDENTS (?)

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VEPD: 021 **EAST CLEVELAND CITY SCHOOLS**

PROJECT GOAL: Students will acquire the knowledge and skills they need to make more informed decisions concerning the selection of a postsecondary and vocational education institution.

GOAL JUSTIFICATION: Research of graduates indicates a significant decline in attendance at postsecondary and vocational education institutions.

PROGRAM NARRATIVE: As a result of the Career Guidance Grant, the East Cleveland School District was able to implement a program that allowed our eleventh-grade students to acquire the knowledge to make informed decisions about the selection of a postsecondary education institution. The program consisted of four after school group guidance sessions conducted by a certified counselor that focused on such topics as the variety of available post-secondary schools, proprietary schools, business schools, cosmetology, trade/technical, 2-year college and 4-year colleges, the decision-making process, the selection of a postsecondary institution, and the acquisition of financial aid. In each of these sessions, conducted in February through March, students heard presentations from individuals representing the various institutions and received written information on the selection process.

Another aspect of the career guidance program afforded students with the opportunity to explore postsecondary schools during March, April and May. The postsecondary schools that the students visited were:

Lima Technical Institute
Bryant & Stratton
Cuyahoga Community College - Eastern Campus
Vogue School of Cosmetology
Cleveland State University
Hickok Technical Institute
Princeton University
Ohio State University
Wilberforce University

PROGRAM
NARRATIVE:
(Continued)

Central State University
DeVry Institute
Georgetown University
Howard University
Hampton University
University of Maryland
Virginia Union University
University of Virginia
Kent State University
Akron University

At each of these institutions, the students toured the campus and received pertinent information about admissions requirements and the availability of financial aids.

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           OHIO GUIDANCE PROGRAM GRANT EVALUATION

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|                                                                      |
| VEPD_CODE:         21     SCHL_NAME: E. CLEVELAND CITY SCHOOLS       |
| BUDGET_AMT: $       5000                                             |
|______________________________________________________________________|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: EXPLAIN IN WRITING THIER PERSONAL GOALS         GRADE        11
CODE:          3 EXPECTED NO.        300 ACTUAL NO.       180

OUTCOME_2: LIST FIVE CRITERIA IN SELECTING FURTHER EDUCATION  GRADE     11
CODE:          5 EXPECTED NO.        300 ACTUAL NO.       180

OUTCOME_3: NAME FIVE TYPES OF FINANCIAL AID                GRADE        11
CODE:          3 EXPECTED NO.        300 ACTUAL NO.       180

OUTCOME_4:                                                 GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                 GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                 GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                 GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                 GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                 GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT GROUP GUIDANCE SESSIONS (4) CODE: [illegible]

ACTIVITY_2: CONDUCT TOURS TO EXPLORE POST-SEC/VOC OPTIONS CODE: 4

ACTIVITY_3: CODE: 0

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 4000	$ 4000	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 500	$ 500	$ 0
CONTRACTS	$ 500	$ 500	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN PRE- AND POST-TESTS,

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 11th GRADERS, N=300

ACTUAL: SAME

DATA COLLECTED:

PLANNED: TEST RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 023 **WEST SHORE CAREER CENTER (LAKEWOOD CITY)**

PROJECT GOAL:	To provide a shadowing experience to students in grades eleven and twelve to expand their knowledge and understanding of entry-level requirements and job responsibilities for the career of their choosing.
GOAL JUSTIFICATION:	Present career guidance programs, grades seven through twelve, do not provide the activities necessary to accomplish the above for students prior to graduation.
PROGRAM NARRATIVE:	The Lakewood Schools provided the opportunity for students in grades eleven and twelve to participate in a shadowing experience in the career of their particular interests. This experience consisted of three phases, orientation phase, visit phase, and follow-up phase.

Referrals for participation were received by the project coordinator, career consultant, teachers, counselors, and individual students.

Community employers (business and professional) and interest groups (i.e., Rotary, Kiwanis, Chamber of Commerce, etc.), were involved in determining available shadowing sites.

The Lakewood Schools' counseling department chairperson was the project coordinator. No project funds were requested for this service. A career consultant was employed on a contracted basis to facilitate student/employer activities.

Students completed a variety of pre-shadowing experience preparation activities (orientation and visitation phase) designed to broaden their awareness of the career and increase their knowledge of pre-employment skill-building requirements and actual entry-level skill requirements.

The visit phase consisted of on-site activities with business and/or professional personnel. Students completed an assessment at the close of this phase. The career consultant scored and summarized these assessments.

PROGRAM NARRATIVE: (Continued)	Project staff met with the advisory committee prior to implementation, October 10, 1988, and continued communication throughout the project year. The final meeting took place April 10, 1989.

The career consultant completed a year-end evaluation detailing related activities and student outcomes including evaluation procedures and instruments. A weekly and an ongoing list of completed activities was shared with the high school principal, director of vocational education, and director of career education of the consulting firm.

The timeline is enclosed on the following page. Most activities for this project were ongoing throughout the year.

Two hundred and sixty students were involved with this project. Approximately 225 businesses were involved with providing shadowing sites for these students.

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           OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                         |
| VEPD_CODE:         23     SCHL_NAME: WEST SHORE(LAKEWOOD) VEPD           |
| BUDGET_AMT: $       10000                                               |
|-------------------------------------------------------------------------|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: KNOWLEDGE OF ENTRY LEVEL JOB SKILLS AND EXPERIENCE GRADE     21
CODE:            8 EXPECTED NO.      120 ACTUAL NO.        260

OUTCOME_2: UNDERSTANDING OF JOB ACTIVITIES AND RESPONSIBILITY GRADE     21
CODE:            8 EXPECTED NO.      120 ACTUAL NO.        260

OUTCOME_3:                                                    GRADE      0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE      0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE      0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE      0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE      0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE      0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE      0
CODE:            0 EXPECTED NO.        0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT CAREER ORIENTATION SESSIONS	CODE: 1
ACTIVITY_2:	COORDINATE SHADOWING/VISIT PROGRAM	CODE: 4
ACTIVITY_3:	COORDINATE ASSESSMENT AND DEBRIEFING PHASE	CODE: 10
ACTIVITY_4:		CODE: 0
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 10000	$ 10000	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN TESTS, ASSIGNMENT REVIEW, WORKSHEET REVIEWS, EVAL. FORMS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 11th and 12th GRADERS, N=120

ACTUAL: SAME--ALTHOUGH N=260

DATA COLLECTED:

PLANNED: TEST RESULTS, EVALUATION REPORTS, COMMUNITY/PARENT INPUT

ACTUAL: SAME

CRITERIA USED:

PLANNED: 70% ACHIEVEMENT SUCCESS ON WRITTEN TESTS

ACTUAL: SAME

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VEPD: 024 MAPLE HEIGHTS CITY

PROJECT GOAL: Students and their parents will develop a mutual understanding of postsecondary educational opportunities as they establish careers and educational goals.

GOAL JUSTIFICATION: The school and the community need closer working relationships in order to improve educational and career choices.

PROGRAM NARRATIVE: To assist students and their parents in working together to learn about appropriate careers and the training beyond high school necessary for these careers, three program components were planned throughout the year. In chronological order the components were 1) a two-day post-high school educational tour, 2) a parent/student/counselor seminar, and 3) a series of drop-in evenings for parents and students.

The first component, the post-high school educational tour, took place on October 26 and 27, 1988. Eleven students and two counselors visited the following five colleges: University of Toledo, Bowling Green State University, Ohio Northern University, The Ohio State University, and Ashland College. Before the trip the students answered questions concerning colleges and college selection. This test was administered after the students completed the trip, giving the pre- and post-test scores attached. They also filled out an evaluation of the trip for future trip planning. When students visited a college campus they met with college admissions representatives for extensive tours followed by seminars at some colleges on admissions procedures and/or financial aid.

The second component, the parent/student/counselor seminar was to take place during community education evenings. The text, "How to Help Your Child Choose A Career," was to serve as the basis for the seminar format. Explanation for cancellation of this component is given in Outcome 2, which follows.

VEPD: 024 MAPLE HEIGHTS CITY (Page 2)

PROGRAM NARRATIVE: (Continued)

The last component, the drop-in session was to occur throughout the 1988-89 school year. The schedule was staggered to accommodate the varied working hours of parents.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:        24     SCHL_NAME: MAPLE HEIGHTS CITY                |
| BUDGET_AMT: $       5000                                               |
|________________________________________________________________________|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: KNOWLEDGE ON 4-OF-7 FACTORS IN CHOOSING A COLLEGE  GRADE        12
CODE:           6 EXPECTED NO.        16 ACTUAL NO.        11

OUTCOME_2: KNOWLEDGE OF RESOURCES/SERVICES OF GUIDANCE DEPT.  GRADE        12
CODE:           9 EXPECTED NO.       100 ACTUAL NO.         6

OUTCOME_3:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_4:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_5:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_6:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_7:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_8:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_9:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT "COLLEGE KNOWLEDGE TOURS" CODE: 3

ACTIVITY_2: OPERATE "DROP-IN" COUNSELLING PROGRAM CODE: 3

ACTIVITY_3: CONDUCT PARENT/STUDENT SEMINARS CODE: 3

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4160	$ 1937	$ -2223
TRAVEL	$ 460	$ 285	$ -175
EQUIPMENT	$ 0	$ 2778	$ 2278
SUPPLIES	$ 340	$ 0	$ -340
CONTRACTS	$ 40	$ 0	$ -40
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN PRE- AND POST-TEST, PARTICIPANT EVALUATIONS

ACTUAL: SAME, ALTHOUGH PARENT SEMINARS DID NOT HAPPEN

WHO EVALUATED:

PLANNED: "COLLEGE KNOWLEDGE TOUR" PARTICIPANTS, 12th GRADE, N=16

ACTUAL: SAME--ALTHOUGH N=11

DATA COLLECTED:

PLANNED: STUDENT TEST SCORES, PARTICIPANT EVALUATIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: ALL STUDENTS ACHIEVE 75% ACCURACY ON WRITTEN TESTS

ACTUAL: SAME

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VEPD: 026 PARMA CITY SCHOOLS/BROOKLYN

PROJECT GOAL: Ninth-and tenth-grade students will develop the necessary skills and understand occupational information needed to make appropriate course selections.

GOAL JUSTIFICATIONS: Based upon a student survey, interviews with teachers, and information collected during ninth- and tenth-grade counselor visitations to all vocational programs, there is a need to have a uniform vocational and career guidance program in each of the comprehensive high schools.

PROGRAM NARRATIVE: Ninth-grade students took the CFKR JOB-O Survey administered by unit administrators, the project coordinator, and appropriate counselors. Each student researched three job titles and was given the opportunity to make an individual or group community exploration to a work site before June 1989. Students learned pre-employment skills necessary for filling out a resume and used these skills to complete their own resume. Students learned pre-employment skills for a successful job interview and were able to participate successfully in an interview simulation. The project coordinator, appropriate counselors, and English teachers worked together to teach these skills prior to June 1989.

Vocational and career guidance sessions conducted by the project coordinator and appropriate counselors at each high school helped tenth-grade students make wise vocational course selections. These sessions took place prior to and at the time of registration. During the first two sessions, a composite videotape was used to acquaint students with the twenty-five programs offered in the three comprehensive high schools. During the third and fourth sessions, the students read descriptive brochures to learn about fees, prerequisites, and other pertinent information regarding course offerings of interest to them. Counselors, having completed orientation visits to programs in each building, were able to supplement brochure information. Students had the opportunity to visit in-house vocational programs and programs in other high schools during the second week in February, 1989.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION        page 1

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 |                                                                     |
 | VEPD_CODE:        26     SCHL_NAME: PARMA CITY SCHOOLS              |
 | BUDGET_AMT: $      10000                                            |
 |                                                                     |
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                             STUDENT OUTCOMES
                             ----------------

OUTCOME_1: ABILTIY TO LIST FACTS ABOUT 3 CAREERS OF INTEREST  GRADE         9
CODE:          8 EXPECTED NO.       1158 ACTUAL NO.       1127

OUTCOME_2: ABILITY TO DESCRIBE VOC. ED. PROGRAMS OFFERED      GRADE        10
CODE:          6 EXPECTED NO.       1254 ACTUAL NO.       1013

OUTCOME_3: ABILITY TO STATE LOGISTICS OF VOC. ED. PROGs       GRADE        10
CODE:          6 EXPECTED NO.       1254 ACTUAL NO.        686

OUTCOME_4: ABILITY TO EXPLAIN ABOUT JOBS VISITED              GRADE        10
CODE:         12 EXPECTED NO.       1254 ACTUAL NO.        952

OUTCOME_5:                                                    GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT GROUP GUIDANCE SESSIONS CODE: 1

ACTIVITY_2: ARRANGE VISITS TO VOC. ED. PROGRAMS CODE: 6

ACTIVITY_3: COORDINATE COMMUNITY EXPLORATIONS CODE: 4

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	9000	$	9000	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	1000	$	913	$	-87
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	10000	$	9913	$	-87

EVALUATION PROCESS

PROCEDURES:

PLANNED: RESEARCH WORKSHEET, INTEREST FORM, STUDENT EVALUATION

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, 9th=1158, 10th=1254

ACTUAL: SAME--ALTHOUGH, 9th=1151, 10th=1125

DATA COLLECTED:

PLANNED: JOB TITLE INFO, PROGRAM VISIT DATA, EVALUATION DATA

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 027 **CUYAHOGA VALLEY JOINT VOCATIONAL SCHOOL**

PROJECT GOAL: Students will acquire the knowledge necessary to make informed decisions regarding career planning.

GOAL JUSTIFICATION: Career planning is a process and students develop at different rates; therefore students need help with the process at all grade levels.

PROGRAM NARRATIVE:

Outcome 1

This was a pilot program. A group of ninth, tenth and/or eleventh graders from each of the VEPD schools which chose to participate, were given the Strong-Campbell Interest Inventory. An interpretation using the Strong Profile and the Strong Interpre-tive Report was provided to all tested students to help them determine occupational interest.

Outcome 2

All vocationally-enrolled eleventh graders were surveyed as to their career certainty regarding the vocational program in which they chose to be trained. Uncertain students were administered the Strong-Campbell Interest Inventory. Both group and individualized interpretations of their results were provided. Further career exploration was provided via use of the OCIS.

Outcome 3

The senior, college-bound, vocationally-enrolled students participated in a college workshop during which they learned about the ACT/SAT, college selection, the admission process and financial aid. Appropriate materials were made available to all students. Then students met with their counselor on an individual basis to help them with specific needs. The OCIS was used during this portion of the program.

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               OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                          |
| VEPD_CODE:         27     SCHL_NAME: CUYAHOGA VALLEY JVSD                |
| BUDGET_AMT: $       10000                                                |
|__________________________________________________________________________|



                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: NAME STRONGEST CAREER INTERESTS AND RELATED JOBS   GRADE        9
CODE:          8 EXPECTED NO.         400 ACTUAL NO.        279


OUTCOME_2: NAME ONE OR MORE CAREERS RELATED TO INTERESTS      GRADE       11
CODE:          9 EXPECTED NO.         310 ACTUAL NO.         55


OUTCOME_3: NAME AREAS OF STUDY AND RELATED COLLEGES           GRADE       12
CODE:          6 EXPECTED NO.         345 ACTUAL NO.         59


OUTCOME_4:                                                    GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0


OUTCOME_5:                                                    GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0


OUTCOME_6:                                                    GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0


OUTCOME_7:                                                    GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0


OUTCOME_8:                                                    GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0


OUTCOME_9:                                                    GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER/INTERPRET STRONG-CAMPBELL INVENTORY CODE: 8

ACTIVITY_2: PREPARE/ADMINISTER PROGRAM SATISFACTION SURVEY CODE: 8

ACTIVITY_3: PREPARE CAREER PLAN USING TESTS AND OCIS CODE: 9

ACTIVITY_4: CONDUCT WORKSHOP FOR COLLEGE-BOUND SENIORS CODE: 1

ACTIVITY_5: CONDUCT GROUP/INDIVIDUAL COUNSELLING SESSIONS CODE: 3

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 6600	$ 6600	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 3400	$ 3400	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: CAREER GUIDANCE SURVEYS, STUDENT INTEREST SURVEYS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, 9th=500, 11th=365, 12th=383

ACTUAL: SAME--ALTHOUGH, 9th=286, 11th= 60, 12th= 67

DATA COLLECTED:

PLANNED: SURVEY SCORES, EVALUATION RESULTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: SUCCESSFUL COMPLETERS, 9th=80%, 11th=85%, 12th=90%

ACTUAL: SUCCESSFUL COMPLETERS, 9th=98%, 11th=91%, 12th=88%

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VEPD: 028 POLARIS JOINT VOCATIONAL SCHOOL DISTRICT

PROJECT GOAL: The Teachers as Partners Program (T.A.P.), will help students to develop and understand the necessary skills and knowledge that they need to complete the two-year vocational program at Polaris Career Center, and get a job in their vocational area.

GOAL JUSTIFICATION: Based on enrollment figures from school years 1980-86 (an average of 35 percent of the students enrolled did not complete the two-year program) and the number of students that withdrew during the first year of the grant, there is a need for additional support and knowledge to be given to the students to assist them in completing their two-year program at Polaris.

PROGRAM NARRATIVE:

September

After receiving instructions on how to write a career goal from the counselors/program instructors in a student orientation meeting, the students enrolled in September of the school year 88-89 completed three-year goal sheets. The teachers reviewed the three year goals to be sure that the students completed the three parts of the goal plan. The completed goal sheets were turned in on September 26, 1988 (Student Outcome #1).

The ASVAB was administered to the students on September 14 and 15, 1988 (a.m.). The test was administered by the military personnel. However, the junior students enrolled in the afternoon (dental and welding) were not given the test. There were no make up sessions for students who were absent (Student Outcome #2).

October

The coordinator reviewed the three-year goal sheets to determine if the student goals contained a statement that covers the next three years. The students having a goal that did not encompass three years were seen by the counselors on October 27, 1988 in a large group (Student Outcome #1).

PROGRAM NARRATIVE:
(Continued)

The results of the ASVAB were interpreted to the students along with the use of the Exploring Careers ASVAB Workbook on October 21, 1989 (Student Outcomes #2 and #3).

November

Copies of the student goal sheets and the results of the ASVAB were given to the parents at conferences on November 2 and 3, 1988 (Student Outcomes #1 and #2).

November and December

The coordinator visited the junior classes with two video presentations on study skills, goal setting, and motivation. Class visits were scheduled from November 14, 1988 to January 8, 1989 (Student Outcome #5).

December

The coordinator compiled the results of the goal sheets and the ASVAB test results as they related to the students career choices.

Throughout the School Year

Different college and technical school representatives visited the classrooms. Several teachers had field trips to provide the students with additional information about their career area (Student Outcome #3).

January

The student's grades were reviewed to determine the number of students that had obtained the required grades to continue a program at Polaris Career Center (Student Outcome #5).

February

The Polaris Career Center Senior Contract was completed by all the students enrolled at that time. This was done to determine which students were planning to return for the 89-90 school year (Student Outcome #5).

PROGRAM NARRATIVE: (Continued)

All Year

Every nine weeks the progress reports and grades for all students were reviewed by the counselors. Conferences were arranged with all the students that had "D" or "F" grades for the grading period (Student Outcome #5).

In addition, there are two parent conferences held during the school year (November and March). At that time, teachers met with parents to discuss the students progress at Polaris (Student Outcome #5).

March

The teachers were given a list of videos that they could use in their classrooms which portrayed working conditions and work skills found in their career areas. Teachers also completed Work Skill Status Reports for each of their students to be handed out at spring parent conferences in March (Student Outcomes #3, #4, and #5).

April

From April 10, 1989 to May 8, 1989, the coordinator visited the different program areas (in the media center) to have the students view a video on selecting a college, technical school, and/or getting a job. At this time, students also reviewed their original goal sheets and completed the spring review of the goal sheet form. The media coordinator told the students what colleges, technical schools, and career information was available for their use (Student Outcome #3 and #4).

June

The student's grades were reviewed to determine the number of students that had obtained the required grades to continue a program at Polaris for their second year (Student Outcome #5).

The Teachers as Partners Programs (T.A.P.), was designed to have teachers help the students be successful in their chosen career. The purpose of the three-year goal plan was to assist the

PROGRAM NARRATIVE: (Continued)

students in making a definite plan to complete their program at Polaris Career Center. Activities on goal setting, problem solving, self-awareness, how to select a college or technical school, steps in working toward a job after completion, were planned during the school year to assist the students in meeting this goal.

The end of the year evaluations were made to determine the number of students returning to Polaris and how many will withdraw. The overall goal of this program is to reduce the number of students that drop out of Polaris, do not complete the program, or do not even start the program.

The administration of the ASVAB was not as successful as originally planned. There were too many programs that did not have corresponding careers in the military. The OCIS system was still not used. The equipment available at Polaris was not compatible with the power source available to us.

The visit to the media center with the students was successful in establishing a source of information for students regarding career, college, and technical school information. The media coordinator assisted with the presentations and was available to answer any additional questions the students may have had as they continued their second year to explore their career goals.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION         page 1

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|                                                                        |
| VEPD_CODE:          28     SCHL_NAME: POLARIS JVSD                    |
| BUDGET_AMT: $        15000                                             |
|________________________________________________________________________|


                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: WRITE 3-YEAR CAREER GOAL PLAN                   GRADE         11
CODE:            9 EXPECTED NO.         427 ACTUAL NO.        390

OUTCOME_2: MATCH PROGRAM CHOICE WITH OCC. INTEREST- PER ASVAB GRADE      11
CODE:            6 EXPECTED NO.         345 ACTUAL NO.        116

OUTCOME_3: CHANGE GOAL CHOICE(S) AFTER NEW INFO./COUNSELLING  GRADE      11
CODE:            5 EXPECTED NO.          31 ACTUAL NO.         31

OUTCOME_4: CHANGE/MODIFY GOAL AFTER GOAL SETTING INSTRUCTION  GRADE      11
CODE:            4 EXPECTED NO.          31 ACTUAL NO.        127

OUTCOME_5: MEET REQUIREMENTS TO RE-ENROLL NEXT YEAR        GRADE         11
CODE:            4 EXPECTED NO.         300 ACTUAL NO.        287

OUTCOME_6:                                                 GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                 GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                 GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                 GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1: PROVIDE GOAL ORIENTATION/INSTRUCTION CODE: 1

ACTIVITY_2: ADMINISTER ASVAB BATTERY CODE: 8

ACTIVITY_3: PRESENT INSTRUCTION ON STUDY SKILLS CODE: 2

ACTIVITY_4: CONDUCT INDIVIDUAL STUDENT AND PARENT CONFERENCES CODE: 3

ACTIVITY_5: COORDINATE FIELD TRIPS CODE: 4

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	14000	$	14188	$	188
TRAVEL	$	200	$	34	$	-166
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	800	$	1056	$	256
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	15000	$	15278	$	278

EVALUATION PROCESS

PROCEDURES:

PLANNED: REVIEW OF STUDENT GOAL SHEETS, REVIEW ASVAB, REVIEW GRADE REPORTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: 11th GRADE PARTICIPANTS, N=427

ACTUAL: SAME ALTHOUGH, N=333

DATA COLLECTED:

PLANNED: GOAL STATEMENTS, CAREER PROFILES, FINAL GRADES

ACTUAL: SAME

CRITERIA USED:

PLANNED: PREDETERMINED PERCENTAGE OF ALL PROGRAM PARTICIPANTS

ACTUAL: SAME

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VEPD: 030 **FOUR COUNTY VOCATIONAL SCHOOL**

PROJECT GOAL: Two thousand tenth-grade students in the VEPD will become more knowledgeable of the program available in vocational education.

GOAL JUSTIFICATION: The intent is to acquaint each sophomore with the opportunities available in vocational education even though they enroll in college preparatory or other programs.

PROGRAM NARRATIVE: A counselor from the JVS visited each home school (22) during the month of October and conducted an orientation for sophomores regarding the vocational school. During this orientation program, 1,084 students took the teacher-made inventory.

In November, approximately 1600 students visited the JVS for further exploration of vocational programs.

In February of 1989, 560 student applications were received.

At the orientation (prior to the survey), each student viewed a video, received course brochures, and participated in a discussion about job opportunities as they relate to vocational education. At the conclusion of the orientation, students signed up to visit three vocational programs.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:         30     SCHL_NAME: FOUR COUNTY JVSD                 |
| BUDGET_AMT: $       15000                                              |
|________________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: MATCH VOC. ED. PROG./CAREER WITH RELATED INTERESTS GRADE      10
CODE:            6 EXPECTED NO.       2000 ACTUAL NO.        1084

OUTCOME_2: CHOOSE VOC. ED. PROG. THAT MATCHES SURVEY RESULTS  GRADE      10
CODE:            6 EXPECTED NO.       2000 ACTUAL NO.         397

OUTCOME_3:                                                    GRADE       0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE       0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE       0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE       0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE       0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE       0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE       0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT ORIENTATION PROCESS AT 22 HOME SCHOOLS CODE: 1

ACTIVITY_2: COORDINATE STUDENT VISITS TO JVS CODE: 6

ACTIVITY_3: PROCESS STUDENT APPLICATIONS CODE: 6

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	14900	$	14900	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	100	$	100	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	15000	$	15000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: ADMINISTER INTEREST SURVEY THEN COMPARE VS. VOC. ED. APPLICATION

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT APPLICANTS TO JVS, N=UNSPECIFIED

ACTUAL: SAME--ALTHOUGH N=560

DATA COLLECTED:

PLANNED: VOC. ED. PROG. SELECTIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% CONGRUENCE BETWEEN PROG. SELCTION AND INTEREST SURVEY

ACTUAL: 71% OF SAME

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VEPD: 032 EHOVE JOINT VOCATIONAL SCHOOL

PROJECT GOAL: Students will be prepared for employment through intensified training in student attitude, cooperation, and skill adaptation.

GOAL JUSTIFICATION: Job placement percentages are not satisfactory in all program areas. Students need to be better prepared for job search and performance in their chosen vocational area.

PROGRAM NARRATIVE: Four workshop activities having emphasis on employability were provided to senior students during homeroom classes.

First, the director discussed job potential in the EHOVE Joint Vocational School District area.

Second, Mr. Bogan, Recruitment and Placement Supervisor, discussed ways and means of securing a job, and the fact that the student must be employed during early placement in their trained vocational skills area.

Third, inservice was provided to senior staff instructors to encourage and motivate them to further work with students concerning employability during their instruction time.

The fourth area provided expertise in individual skill areas through speakers from area businesses, technical schools, and colleges. We had fifty-four speakers this year.

The counselors provided job potential from such sources as OCIS, college and technical school advisors, area employers, and skill program advisory committee members.

Instructors verbally quizzed students following each session. The ultimate evaluation was student employment in the area the student was trained.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                       |
| VEPD_CODE:         32     SCHL_NAME: EHOVE JVS                        |
| BUDGET_AMT: $       15000                                             |
|_______________________________________________________________________|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: IDENTIFY APPROPRIATE JOB SEEKING SKILLS            GRADE        12
CODE:            8 EXPECTED NO.       248 ACTUAL NO.       213

OUTCOME_2: KNOW OWN STRENGTHS/WEAKNESSES AND RELATE TO JOB(S) GRADE        12
CODE:            8 EXPECTED NO.       248 ACTUAL NO.       213

OUTCOME_3: KNOW IMPORTANCE OF ATTITUDE VIA ACTUAL JOB PLACE.  GRADE        12
CODE:            7 EXPECTED NO.       248 ACTUAL NO.       213

OUTCOME_4:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT 4 CAREER ORIENTATION SESSIONS CODE: 1

ACTIVITY_2: CONDUCT INSERVICE FOR SENIOR STAFF INSTRUCTORS CODE: 11

ACTIVITY_3: BROKER ASSISTANCE FROM EXTERNAL SOURCES/COMMUNITY CODE: 9

ACTIVITY_4: ASSIST WITH JOB PLACEMENT CODE: 7

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	15000	$	15000	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	15000	$	15000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: TEACHER/COUSELOR CREATED TESTS, VERBAL QUIZES, JOB PLACEMENTS

ACTUAL: JOB PLACEMENTS

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 12th GRADE, N=310

ACTUAL: SAME--ALTHOUGH N=325

DATA COLLECTED:

PLANNED: TEST SCORES, COUNSELOR/TEACHER OBSERVATIONS, JOB PLACEMENTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 80% OF STUDENT PARTICIPANTS ATTAIN 60% ACCURACY, AND PLACEMENTS

ACTUAL: 65.5% OF SAME ATTAINED SUCCESSFUL PLACEMENT

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VEPD: 033 SANDUSKY CITY SCHOOLS

PROJECT GOAL: Students will know their potential, understand their limitations and know how to make realistic course and career decisions.

GOAL JUSTIFICATION: Goal was selected to get the most benefit from the previous years' career guidance programs.

PROGRAM NARRATIVE: The Mesa Assessment System is a computerized aptitude testing program that allows us to test and receive results on these tests in a total of about one-and one-half hours. By allowing the student to also put in up to three general career categories, the system will compare the aptitudes with careers in those areas and come up with a listing of 75 career choices. The speed and ease with which this can be accomplished makes this a beneficial addition to the current guidance program. This grant would allow us to provide counselor time to use this equipment over the counselor's normal schedule which currently would not include time for this beneficial and needed service. The charges developed by the adult program will be used in determining costs, but this service will also be available to students in the high school program whenever appropriate.

It is our belief that this kind of testing can help individuals make viable career choices. All students will review their results in a counseling session designed to help them realistically assess their choices in terms of job availability, job desirability and educational requirements. In conclusion, students will be able to choose the most appropriate career selection. These choices can be used for course, college, or job planning purposes.

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                    OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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| VEPD_CODE:          33     SCHL_NAME: SANDUSKY CITY SCHOOLS                |
| BUDGET_AMT: $         5000                                                 |
|_____________________________________________________________________________|


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: MATCH 2 HIGH SKILL AREAS WITH 2 CAREER OPTIONS     GRADE          89
CODE:            1 EXPECTED NO.         100 ACTUAL NO.        100

OUTCOME_2:                                                    GRADE           0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE           0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE           0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE           0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE           0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE           0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE           0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE           0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1:	ADMINISTER "MESA" APTITUDE BATTERY	CODE: 8
ACTIVITY_2:	CONDUCT INDIVIDUAL COUNSELING SESSIONS	CODE: 3
ACTIVITY_3:		CODE: 0
ACTIVITY_4:		CODE: 0
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4788	$ 4788	$ 0
TRAVEL	$ 212	$ 0	$ -212
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 4788	$ -212

EVALUATION PROCESS

PROCEDURES:

PLANNED: REVIEW "WORKER QUALIFICATIONS PROFILE"

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, ALL SECONDARY AND ADULT, N=100

ACTUAL: SAME

DATA COLLECTED:

PLANNED: RESPONSES TO APTITUDE, SKILLS AND INTERESTS BATTERIES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 035 COLUMBUS, UPPER ARLINGTON, WESTERVILLE, WORTHINGTON ,GRANDVIEW HEIGHTS

PROJECT GOAL: Eighth-grade students and ninth-grade "at-risk" students will have increased opportunities to explore career options consistent with their interests, strengths, and desired life-styles.

GOAL JUSTIFICATION: Students need to begin their educational and career exploration processes by the time they reach eighth grade. At this point they will have begun making important educational and career decisions which have an effect on their subsequent school programs. Career exploration skills help students to broaden their choices and educational settings.

PROGRAM NARRATIVE: A five-member planning team was established among the four consortium districts to develop a set of comprehensive career guidance activities to introduce career exploration to eighth-grade students and to oversee the implementation of these activities throughout the year. The activities addressed nine (9) student outcomes identified as essential in the career exploration process for youth. A 12 to 15 day guidance unit was developed which included (a) goals and objectives; (b) school, home, and community activities; (d) self-assessment materials; (d) world-of-work resources; (e) school guidance resources; and (f) community shadowing resources. The needs of each district were assessed to determine what personnel, materials, and other resources were necessary for these activities. A process and outcome evaluation plan was developed to ensure that these were delivered as planned.

More than 20 teachers who were involved in the activities were provided inservice training to become familiar with the processes necessary to implement the activities. More than 400 parents and community personnel were prepared to provide the career shadowing opportunities. Members of each of the students' families were informed of the activities and were involved in selected planning activities. The high school counseling staff was included in the high school planning

PROGRAM NARRATIVE: (Continued)

process, and this planning was integrated into the classroom guidance activities and the academic curriculum.

Three planning sessions were held with the advisory committee and with the project team. At the advisory committee sessions a presentation on the materials from Exploring Careers was provided by the author. Other sources as the Career Exploration and Planning Workbook, used by Upper Arlington Schools, and other commercial materials were presented including the Harrington-O'Shea and Guidance Chronicle materials. Local high school planning worksheets were also identified for use in the project.

Local businesses were involved as members of school-community partnerships or as designated shadowing sites. Many of the shadowing experiences were with parents of the students with the student shadowing his or her own parent or shadowing other parents. The classroom integrating experiences were conducted by the special project staff assigned to work with the career guidance activities or by the classroom teachers who integrated these experiences into the curriculum.

Due to a several month delay in the funding, implementation of those aspects of the project which required outside funds were not begun on the scheduled timetable. Changes necessitated because they needed outside consultation or new equipment included: (1) eliminating the student outcome assessment which was a part of the original evaluation process, (2) postponing initiation of those activities which required additional personnel until districts were able to hire the special staff needed to conduct activities not a part of the regular school program, (3) altering the grouping and scheduling of eighth-grade students which would have made it possible to implement the activities for pre- post-design student outcome evaluation, and (4) not having the OCIS available to most Westerville students. These variations resulted in changes only in the evaluation, and specifically the student outcome evaluation, and did not change the project activities or the process evaluation.

PROGRAM NARRATIVE: (Continued)

As a result of the project, over 400 eighth-grade and ninth-grade "at-risk" students were able to (1) identify elements of the career exploration process, (2) list personal strengths and interests and identify two careers to explore, (3) integrate this information into an exploration plan, (4) use the OCIS to gain new information, (5) identify at least two community resources for shadowing,
(6) involve parents and family in their decisions,
(7) list next steps in exploring careers,
(8) apply these to high school planning,
(9) assess the value of exploring personally.

Over the coming year each district will develop this unit into a regular curriculum module which reflects the developmental level of the students, the career exploration process, and the unique program needs of each district.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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| VEPD_CODE:         35     SCHL_NAME: COLUMBUS VEPD-U.A. CITY            |
| BUDGET_AMT: $       30000                                               |
|_________________________________________________________________________|


                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: IDENTIFY ESSENTIAL ELEMENTS OF EXPLORATION PROCESS GRADE          8
CODE:         12 EXPECTED NO.        400 ACTUAL NO.         404

OUTCOME_2: MATCH OWN STRENGTHS/WEAKNESSES TO CAREER OPTIONS   GRADE          8
CODE:         12 EXPECTED NO.        400 ACTUAL NO.         404

OUTCOME_3: COMPLETE A FINAL CAREER EXPLORATION PLAN           GRADE          8
CODE:         12 EXPECTED NO.        400 ACTUAL NO.         404

OUTCOME_4: MASTER USE OF OHIO CAREER INFO. SYSTEM             GRADE          8
CODE:         12 EXPECTED NO.        400 ACTUAL NO.         404

OUTCOME_5: IDENTIFY AND CONTACT "SHADOWING" PROSPECTS         GRADE          8
CODE:         12 EXPECTED NO.        400 ACTUAL NO.         404

OUTCOME_6: CONSULT WITH PARENTS ABOUT CAREER OPTIONS/PLANS    GRADE          8
CODE:          9 EXPECTED NO.        400 ACTUAL NO.         404

OUTCOME_7: DEVELOP 12-MONTH PLAN FOR CONTINUED EXPLORATION    GRADE          8
CODE:          9 EXPECTED NO.        400 ACTUAL NO.         404

OUTCOME_8: APPLY EXPLORATION SKILLS TO HIGH SCHOOL PLAN       GRADE          8
CODE:          9 EXPECTED NO.        400 ACTUAL NO.         404

OUTCOME_9: ASSESS VALUE OF EXPLORATION UNIT TO OWN PROGRESS   GRADE          8
CODE:          5 EXPECTED NO.        400 ACTUAL NO.         404
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PROGRAM ACTIVITIES

ACTIVITY_1: ASSES NEEDS OF PARTICIPATING SCHOOLS CODE: 5

ACTIVITY_2: DEVELOP 12-15 DAY CAREER EXPLORATION UNITS CODE: 2

ACTIVITY_3: PROVIDE TEACHER INSERVICE CODE: 11

ACTIVITY_4: COORDINATE SHADOWING RELATIONSHIPS CODE: 4

ACTIVITY_5: CONDUCT CAREER EXPLORATION UNITS CODE: 1

ACTIVITY_6: DEVELOP\IMPLEMENT ASSESSMENT PROCESS CODE: 8

ACTIVITY_7: REFINE CURRICULUM CODE: 2

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	2900	$	2850	$	-50
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	19000	$	18992	$	-8
SUPPLIES	$	1600	$	1658	$	58
CONTRACTS	$	6500	$	6500	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	30000	$	30000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST-TEST, PARTICIPATION RECORDS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 8th GRADE PLUS "AT RISK" 9th GRADE, N=400

ACTUAL: SAME--ALTHOUGH N=404 (OF POSSIBLE 500)

DATA COLLECTED:

PLANNED: TEST SCORES, ACTIVITY WORKSHEETS, PARTICIPATION RECORDS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% ACCURACY ON KNOWLEDGE ITEMS, 100% COMPLETION OF ACTIVITTIES

ACTUAL: SAME S

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VEPD: 036 **EASTLAND VOCATIONAL SCHOOL DISTRICT**

PROJECT GOAL: Students will demonstrate knowledge of how interests may effect the career decision-making process.

GOAL JUSTIFICATION: There is a need to develop a method that will match a student's interests with specific vocational programs. This activity will allow students to compare their interest profiles to those of successful students enrolled in vocational progams offerred at the ECC/FCC.

PROGRAM NARRATIVE: Program Goal 1.0

During the 1988-89 school year, the Eastland/Fairfield Vocational Interest Survey was administered to successful students enrolled in each of the two-year vocational programs offered at both career centers. These results were combined with results from previous classes. The results were analyzed to determine if shifts in the interest profile cards, developed during the previous year, were necessary. The lesson plan--"Career Awareness Program"--used to present this objective was reviewed to reflect input from counselors and students who viewed the program during the 1987-88 school year.

Following review and revision of these materials, the package was presented to the advisory commttee for approval and suggestions for further revision.

The "Career Awareness Program" was presented to the ninth-grade students as one component of a ninth-grade career center visitation program. Students were encouraged to use the survey results to identify potential programs to visit during the visitation program.

Students were allowed to keep the intererst profile card listing their interest profile and correlation with vocational programs. As one part of the presentation, students were asked to identify two programs with an interest profile survey form. This interest survey form (yellow

PROGRAM NARRATIUVE: (Continued)

form) was collected. This provided the career centers with information necessary to evaluate the presentation and mail informational brochures to prospective students.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:         36      SCHL_NAME: EASTLAND JVS                     |
| BUDGET_AMT: $        25000                                             |
|________________________________________________________________________|



                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: MATCH VOC. ED. PROGs WITH INTERESTS, ABILITIES,ETC GRADE       79
CODE:          6 EXPECTED NO.        2000 ACTUAL NO.        1794

OUTCOME_2: KNOW SERVICES AVAILABLE AT CAREER CENTER          GRADE       11
CODE:          6 EXPECTED NO.         650 ACTUAL NO.         529

OUTCOME_3: NAME 2 CAREER FIELDS THAT MATCH INTERESTS         GRADE       21
CODE:          8 EXPECTED NO.         400 ACTUAL NO.         480

OUTCOME_4: MATCH INTEREST PROFILES WITH CAREER PREP PROGs    GRADE       19
CODE:          6 EXPECTED NO.        1500 ACTUAL NO.        1849

OUTCOME_5:                                                   GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_6:                                                   GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_7:                                                   GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_8:                                                   GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_9:                                                   GRADE        0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.           0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER ECC/FCC VOC. INTEREST SURVEY CODE: 8

ACTIVITY_2: ASSIST IN COMPLETION OF STUDENT PROFILE CARDS CODE: 3

ACTIVITY_3: CONDUCT ORIENTATIONS TO CAREER DEVEL. SERVICES CODE: 1

ACTIVITY_4: COUNSEL STUDENTS USING OCIS AND OTHER MATERIALS CODE: 9

ACTIVITY_5: CONDUCT CAREER ORIENTATION PROGRAM EVENT CODE: 12

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	17000	$	17000	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	1800	$	1800	$	0
SUPPLIES	$	5000	$	4991	$	-9
CONTRACTS	$	1200	$	1200	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	25000	$	24991	$	-9

EVALUATION PROCESS

PROCEDURES:

PLANNED: EVALUATION OF SURVEY RESULTS, WRITTEN TESTS, QUESTIONNAIRES

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, 8+9th=2000, 11th=650, 11+12th=400, 9+10th=1500

ACTUAL: SAME--ALTHOUGH, 8+9th=1921, 11th=533, 11+12th=489, 9+10th=1907

DATA COLLECTED:

PLANNED: SURVEY RESPONSES, TEST RESULTS, COUNSELOR OBSERVATIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% SUCCESSFUL COMPLETION OF ACTIVITY-?

ACTUAL: SAME

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VEPD: 037 CENTRAL OHIO JOINT VOCATIONAL SCHOOL DISTRICT

PROJECT GOAL: Students and staff will gain understanding, knowledge, and an increased awareness of sex-role stereotyping and biasing which will in turn expand students' career options.

GOAL JUSTIFICATION: Based upon the information collected from students, the advisory committee, and staff during the second year of the grant, there continues to be a need to provide additional information, knowledge, and support to eliminate sex-role stereotyping and biasing in vocational areas. Our second year of the grant moved from activities in the tenth through twelfth grades to include activities for ninth graders. The third year will include eighth-grade students.

PROGRAM NARRATIVE: The sex equity portion of Tolles Technical Center's guidance program contained activities geared toward TTC students; home school freshmen, sophomores, and juniors; nontraditional TTC students; TTC and home school guidance counselors; and TTC staff. All activities centered around the increasing of awareness and knowledge of sex role stereotyping biasing while in turn expanding students' career options. All of the following activities took place throughout the 1988-89 school year beginning in August and ending in May. Each activity involved an assessment made by the counselors which will be detailed later in this report.

Specific Activity/Participants/Timeline

1. Guidance Orientation Sessions conducted by three counselors for TTC juniors and seniors (August).

2. Sexual Harassment Presentation conducted by two counselors for TTC seniors (September, January).

3. O.C.I.S. Presentation conducted by three counselors for 326 TTC juniors and seniors (October).

PROGRAM NARRATIVE: (Continued)

4. Survey on Attitudes about Employee Experience conducted by one counselor for 183 home school sophomores (October).

5. Sex Stereotyping and Biasing Presentation conducted by three counselors for TTC juniors and seniors (November).

6. Family Presentation conducted by one counselor for 229 TTC juniors and seniors (November).

7. Visitation Day conducted by three counselors and 40 teachers (December).

8. Individual guidance sessions to support 13 nontraditional Tolles Technical Center students conducted by one counselor (ongoing, January).

9. Nontraditional Student Support groups conducted by one counselor for 13 nontraditional TTC students (ongoing, January)

10. Eighth grade tours directed by one counselor and 20 teachers (February).

11. Junior slide presentation conducted by one counselor for 1,239 home school juniors (January).

12. Follow-up on Sex Equity materials conducted by one counselor for 35 home schools (March).

13. Group guidance activity with successful nontraditional role models conducted by one counselor for 13 nontraditional students (April).

14. Video on Vocational Education for freshmen conducted by one counselor for 1,211 home school freshmen (March).

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                  OHIO GUIDANCE PROGRAM GRANT EVALUATION              page 1

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|                                                                           |
| VEPD_CODE:          37     SCHL_NAME: CENTRAL OHIO JVS                     |
| BUDGET_AMT: $         10000                                               |
|                                                                           |
|___________________________________________________________________________|



                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: KNOW GUIDANCE SERVICES/NON SEX DISCRIM. POL. - TTC GRADE        88
CODE:             6 EXPECTED NO.          425 ACTUAL NO.          355

OUTCOME_2: KNOW HOW IDENTIFY AND REPORT SEX HARASSMENT - TTC  GRADE        12
CODE:             5 EXPECTED NO.          170 ACTUAL NO.          182

OUTCOME_3: ABLE TO SUCCESSFUL RESEARCH CAREER ON OCIS         GRADE        88
CODE:            12 EXPECTED NO.          425 ACTUAL NO.          311

OUTCOME_4: EXPLAIN VOC. ED. AND IDENTIFY 5 VOC. E.D PROGs     GRADE         9
CODE:             6 EXPECTED NO.         2125 ACTUAL NO.         1171

OUTCOME_5: AWARE OF FAMILY TRENDS/ROLES/CHANGES IN SOCIETY    GRADE        88
CODE:            11 EXPECTED NO.          425 ACTUAL NO.          267

OUTCOME_6: AWARE OF VOC. ED. PROGs/VISIT 2 NON-TRAD. PROGs    GRADE        10
CODE:             6 EXPECTED NO.          100 ACTUAL NO.          662

OUTCOME_7: NON-TRADITIONAL STUDENTS BUILD CONFIDENCE          GRADE         0
CODE:             1 EXPECTED NO.           20 ACTUAL NO.            6

OUTCOME_8: IDENTIFY AT LEAST ONE NON-TRADITIONAL CAREER       GRADE         8
CODE:             5 EXPECTED NO.         2125 ACTUAL NO.         1365

OUTCOME_9: REGISTER FOR PROGRAM VISITATION AT TTC             GRADE        11
CODE:             6 EXPECTED NO.            5 ACTUAL NO.            0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT GUIDANCE ORIENTATION SESSIONS CODE: 1

ACTIVITY_2: CONDUCT SEX DISCRIMINATION PRESENTATIONS CODE: 12

ACTIVITY_3: CONDUCT OCIS DEMONSTRATION CODE: 9

ACTIVITY_4: CONDUCT VISITATION DAY FOR TEACHERS CODE: 12

ACTIVITY_5: CONDUCT INDIVIDUAL GUIDANCE SESSIONS CODE: 3

ACTIVITY_6: ADMINISTER SURVEY ON EMPLOYMENT ATTITUDES CODE: 10

ACTIVITY_7: COORDINATE NONTRADITIONAL STUDENT SUPPORT GROUPS CODE: 3

ACTIVITY_8: ORGANIZE 8th GRADE TOURS OF TTC CODE: 12

ACTIVITY_9: CONDUCT NON-TRADITIONAL CAREER PRESNETATIONS CODE: 3

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 10000	$ 10000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN TESTS, COUNSELOR ASSESSMENTS, PARTICIPATION RECORDS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, TTC=500, 8th=2500, 9th=2500, 10th=100

ACTUAL: SAME--ALHTOUGH, TTC=384, 8th=1452, 9th=1347, 10th=662

DATA COLLECTED:

PLANNED: TEST SCORES, COUNSELOR OBSERVATIONS, PARTICIPATION RECORDS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 85% OF STUDENTS SUCCESSFULLY COMPLETE ALL TEST ITEMS

ACTUAL: VARIABLE

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VEPD 038 SOUTH-WESTERN CITY SCHOOL DISTRICT

PROJECT GOAL: Junior students enrolled in the district's vocational school will improve their career-planning skills as evidenced by the development of an individual career plan with supportive opportunities to ensure a knowledgeable projection.

GOAL JUSTIFICATION: To provide vocational students with opportunities to become better informed about the specific career opportunities of their field of training.

PROGRAM NARRATIVE: The components of the vocational career guidance program were designed to assist junior vocational students in making decisions regarding entry-level jobs, job advancements and postsecondary options.

The students completed a technical career plan, participated in shadowing experiences, saw a videtape on decision making, and listened to speakers who came to their vocational classroom. These activities were to assist the students in making better decisions following graduation from their respective high schools the following year. The students received operational information sheets for using the OCIS in November. In May, the counselor demonstrated the use of the OCIS to all junior classes. The vocational counselor printed out one copy of the OCIS career information that was related to their specific vocational program of study.

Timelines: The counselor encouraged the teachers to solicit speakers for their respective vocational programs. He planned a couple all-school speakers. The shadowing program was initiated in February and offered again in May. A videotape on decision making was shown to students at various times during the school year depending upon teacher interest. The questionnaire and career plan were administered in April and May, respectively. The counselor demonstrated the use of the OCIS to all junior classes in May. The teachers were actively involved in providing the activities outlined in the grant schedule.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                           |
| VEPD_CODE:        38     SCHL_NAME: S-W CITY SCHOOL DISTRICT             |
| BUDGET_AMT: $      10000                                                  |
|                                                                           |
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                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: CAREER PLAN WITH ANTICIPATED JOB/ADVANCEMENT PLANS GRADE      11
CODE:           9 EXPECTED NO.      204 ACTUAL NO.       159


OUTCOME_2:                                                    GRADE       0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0


OUTCOME_3:                                                    GRADE       0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0


OUTCOME_4:                                                    GRADE       0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0


OUTCOME_5:                                                    GRADE       0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0


OUTCOME_6:                                                    GRADE       0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0


OUTCOME_7:                                                    GRADE       0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0


OUTCOME_8:                                                    GRADE       0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0


OUTCOME_9:                                                    GRADE       0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1:	COUNSEL STUDENTS ON PREPARING CAREER PLAN	CODE: 3
ACTIVITY_2:	COORDINATE SHADOWING EXPERIENCES	CODE: 4
ACTIVITY_3:	CONDUCT CAREER DECISION-MAKING ORIENTATIONS	CODE: 1
ACTIVITY_4:	CONDUCT OCIS DEMONSTRATIONS	CODE: 9
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 6000	$ 6000	$ 0
TRAVEL	$ 1000	$ 985	$ -15
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 3000	$ 2911	$ -89
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 9896	$ -104

EVALUATION PROCESS

PROCEDURES:

PLANNED: SURVEY/TEST

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 11th GRADERS N=220

ACTUAL: SAME--ALTHOUGH N=183

DATA COLLECTED:

PLANNED: TEST RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 80% OF STUDENT PARTICIPANTS ATTAIN 100% ACCURACY ON TEST INSTRU.

ACTUAL: SAME

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VEPD: 039 **PENTA COUNTY VOCATIONAL SCHOOL**

PROJECT GOAL: About two thousand ninth-grade students will learn more about vocational programs and career options available at Penta County.

GOAL JUSTIFICATION: Career planning presently is stressed at the eighth-and tenth-grade levels. With the "Ninth-Grade Road Show" we will provide continuity by presenting career materials at the ninth grade level.

PROGRAM NARRATIVE: Vocational teachers, counselors, and supervisors prepared displays, materials and information for ninth-grade students to see at the "Ninth-Grade Road Show" at their member school. The thirty vocational programs at Penta County were grouped into five areas of similar interests. They are: (1) public service, (2) construction trades, (3) mechanical, (4) high technology, and (5) business. The counselors coordinated the activities with the member schools and helped the sixty vocational teachers prepare written and audio-visual materials to be seen and heard by the ninth-grade students. The ninth-grade students completed a survey to measure outcomes.

The "Road Show" expanded from six schools in 1986-87 to ten schools in 1988-1989. The displays and materials have been located in gyms or auditoriums at the member schools. The show has gone on the road the last week of January and concluded in early February.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                          |
| VEPD_CODE:        39     SCHL_NAME: PENTA COUNTY JVS                     |
| BUDGET_AMT: $      25000                                                 |
|__________________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: MATCH 3 INTERESTS WITH 3 VOC. ED. PROGs        GRADE        9
CODE:            6 EXPECTED NO.       2000 ACTUAL NO.       256

OUTCOME_2: IDENTIFY 5 OF 30 OPTIONS AVAILIABLE AT JVS     GRADE        9
CODE:            6 EXPECTED NO.       2000 ACTUAL NO.       192

OUTCOME_3:                                                GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: PREPARE AND DELIVER "FRESHMAN ROAD SHOW"	CODE:	6
ACTIVITY_2: CONDUCT TEACHER INSERVICE ON ROAD SHOW	CODE:	11
ACTIVITY_3: ADMINISTER SURVEY OF ROAD SHOW ATTENDEES	CODE:	8
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 25000	$ 25000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 25000	$ 25000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN SURVEY

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, N=2000

ACTUAL: SAME--ALTHOUGH N=621

DATA COLLECTED:

PLANNED: SURVEY RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 040 GALLIA-JACKSON-VINTON JVSD

PROJECT GOAL: An additional one-third of feeder school eighth-grade students will participate in and understand a career awareness program.

GOAL JUSTIFICATION: Approximately one-third were served in year I of the project. An additional one-third participated in year II (approximately 800).

PROGRAM NARRATIVE: On September 13, 1988, a meeting of all counselors who had students involved in the 1987-88 activities was held. Feedback from these individuals was used in developing and revising materials to be utilized in the career awareness unit.

On September 26, 1988, the superintendent established a contact person for each district.

The Student Services Advisory Committee met on November 1, 1988, reviewed curriculum materials and made recommendations.

On January 26, 1989, a meeting was held with district contact persons to finalize plans and distribute career unit materials.

The units were taught in the home schools by certified elementary/high school counselors.

On April 26, 1989, approximately 1,000 eighth-grade students participated in the career fair, which included a "Goal Setting" Workshop, a tour of career clusters on the vocational school campus, and a tour of the career fair. The theme for the day was "Free to Be Me."

Students completed the evaluation form during the sessions.

A follow-up meeting of home school personnel involved was held on May 9, 1989, to evaluate the project's success and make recommendations for improvement.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                       |
| VEPD_CODE:        40     SCHL_NAME: GALLIA-JACKSON-VINTON JVS         |
| BUDGET_AMT: $      10000                                              |
|_______________________________________________________________________|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: KNOW 5 JOBS/NECESSARY TRAINING FOR OCC. SUCCESS   GRADE        8
CODE:           8 EXPECTED NO.        1300 ACTUAL NO.        902

OUTCOME_2:                                                   GRADE        0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_3:                                                   GRADE        0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                   GRADE        0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                   GRADE        0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                   GRADE        0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                   GRADE        0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                   GRADE        0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                   GRADE        0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: PREPARE AND DELIVER CAREER AWARENESS UNIT CODE: 1

ACTIVITY_2: ORGANIZE CAREER FAIR CODE: 12

ACTIVITY_3: TOUR CAREER CLUSTERS AT JVS CODE: 6

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 10000	$ 10000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN SURVEY

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 8th GRADE, N=1300

ACTUAL: SAME--ALTHOUGH N=1016

DATA COLLECTED:

PLANNED: SURVEY RESPOSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 80% ACCURACY ON WRITTEN SURVEY FOR ALL PARTICIPANTS

ACTUAL: SAME

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VEPD: 041 **KENSTON LOCAL SCHOOLS**

PROJECT GOAL: Students will be able to effectively use the career information that was presented last year (1987-88), and to implement information presented this year (1988-89), to make needed career decisions.

GOAL JUSTIFICATION: Needs assessment surveys were administered to juniors in 1985, 1986 and 1987. In both of these surveys, the following statements ranked in the top ten: to become more aware of my career interest areas, to become more aware of training offered in my career areas, and to know more about job opportunities in my career interest areas.

PROGRAM NARRATIVE: Counselors went into junior classes and ran a program on the career decision making process. The main goal was to help the student better understand some possible career directions. It was also hoped that the student would be better equipped to do their own research when opportunities came up in the future. The initial program lasted two to three days. The programs were run January through March in schools within our campus.

An interest survey was given and interpreted. Research materials were discussed and used including the Occupational Outlook Handbook, Worker Trait Group Guide, Dictionary of Occupational Titles, and various other career magazines and pamphlets.

Attempts were made to point out the need to know how much education and training one needs for certain careers and what the predicted employment picture looks like in a particular field.

Pre- and post-tests were given to measure the amount of progress made by each student.

In addition, we were hoping to follow-up the group work by having counselors review with students what they learned, and to use this information to individually guide each student. The use of the

PROGRAM NARRATIVE: (Continued)	OCIS was one tool that we hoped would be used more by the students to help fulfill their career decision process.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION               page 1

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|                                                                        |
| VEPD_CODE:         41     SCHL_NAME: KENSTON LOCAL SCHOOLS             |
| BUDGET_AMT: $       10000                                              |
|                                                                        |
|------------------------------------------------------------------------|


                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: NAME 3 CAREER INFO. RESOURCES AVAILABLE AT KLS    GRADE      11
CODE:         9 EXPECTED NO.      1100 ACTUAL NO.       720

OUTCOME_2: LIST EMPL. OPP. AND TIMING APPROPO TO CAREER      GRADE      11
CODE:         9 EXPECTED NO.      1100 ACTUAL NO.       549

OUTCOME_3: FORMULATE CAREER GOALS AND PLAN OF ACTION         GRADE      11
CODE:         9 EXPECTED NO.      1100 ACTUAL NO.       603

OUTCOME_4: DESCRIBE 1 ADDITIONAL CAREER DIRECTION            GRADE      11
CODE:         8 EXPECTED NO.      1100 ACTUAL NO.       774

OUTCOME_5:                                                   GRADE       0
CODE:         0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_6:                                                   GRADE       0
CODE:         0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_7:                                                   GRADE       0
CODE:         0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_8:                                                   GRADE       0
CODE:         0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_9:                                                   GRADE       0
CODE:         0 EXPECTED NO.         0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT CAREER DECISION-MAKING PROGRAM CODE: 5

ACTIVITY_2: ADMINISTER CAREER INTEREST INVENTORY CODE: 8

ACTIVITY_3: CONDUCT OCIS DEMONSTRATION CODE: 9

ACTIVITY_4: CONDUCT INDIVIDUAL COUNSELLING SESSIONS CODE: 3

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 5500	$ 5500	$ 0
TRAVEL	$ 300	$ 300	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 4200	$ 4200	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN PRE-AND POST-TEST

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 11th GRADERS, N=1100

ACTUAL: SAME--ALTHOUGH N=900

DATA COLLECTED:

PLANNED: TEST RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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PROJECT GOAL: Goal #1. Junior high and middle school students, especially students "at-risk" of failure in school, will improve their self-esteem and develop improved skills in personal career planning and decision making.

GOAL JUSTIFICATION: An inordinate number of students entering junior high evidence low self-esteem and weaknesses in other social skills related to success in school, work, and life. Additionally, students need to develop career planning and goal setting skills which will assist them in making better use of the educational resources available to them.

PROGRAM NARRATIVE: The 1988-89 Cincinnati Public School's career guidance program was completed with mixed results. Some components of each goal were completed successfully while others were only partially realized. The shortfall was due primarily to last minute personnel reductions in the guidance department stemming from the reorganization of the school district. In effect the project manager, Mr. Thomas Hunter, was transferred into another position outside of the guidance department along with another guidance assistant. Consequently, it became necessary for Mr. Brinson Terry, Director of Guidance, to take on management responsibilities of the project in addition to his regular duties but with less staff. Despite these changes, a viable career guidance program was provided to target students, albeit less effectively than originally planned. With the exception of one school, the nine junior high/middle schools which were included in last year's project were targeted again during the 1988-89 school year. A total of 1,541 high-risk students were involved in a variety of career guidance activities in the areas of career planning, decision-making, and self-esteem (Goal I). The counselors received periodic inservice on how to implement career guidance programs while being supplied with instructional supplies and materials related to the project (Goal II). However, because of reorganization, timetables had to be set back and the composition of the advisory committee modified.

PROGRAM NARRATIVE: (Continued)

In August an overview of the program was presented to the staff along with orientation to the district's new K-12 Comprehensive Guidance Program of which career guidance is an integral part. Subsequent staff inservice programs occurred later in the year rather than in September and October as projected. Topics included Self-Esteem Development, The Counselor's Role in Career Guidance, and Implementation of The Ohio Career Information System. Counselors were also encouraged to attend the regional skill building workshops conducted by the State Department of Education.

Career orientation activities for target students were initiated in the fall in various settings (i.e., classrooms, assemblies, small group sessions, etc.) but more formal career assessment activities (administration of the Ohio Interest Check List and Career Occupational Preference System) were postponed until spring. The optioning (subject selection) process consumed much of the counselor's work day during January and February. However, during these months individual conferences were conducted relative to student career and academic planning. The Four-Year Education Plan was also completed by 85 percent of targeted eighth graders. In this process students were assisted to integrate and project their academic and career goals over a four-to eight-year time frame based upon whether they planned to go to college, enter into a post high school training program, or take a job upon graduation.

Despite the problems associated with administrative reorganization, delays in filling purchase orders, or diversion of staff time to many non-counselor duties and away from project goals, counselors reported that students found the overall program stimulating, enlightening, and motivational.

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                   OHIO GUIDANCE PROGRAM GRANT EVALUATION            page 1

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|                                                                           |
| VEPD_CODE:          43     SCHL_NAME: CINCINNATI CITY SCHOOLS            |
| BUDGET_AMT: $       30000                                                 |
|                                                                           |
|---------------------------------------------------------------------------|


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: UNDERSTAND IMPORTANCE OF HIGH SELF ESTEEM        GRADE          78
CODE:            1 EXPECTED NO.       5525 ACTUAL NO.       1310

OUTCOME_2: EXPLAIN STEPS IN CAREER DECISION MAKING          GRADE          78
CODE:            9 EXPECTED NO.       5525 ACTUAL NO.       1150

OUTCOME_3: EXPLAIN 2 CAREER GOALS AND PLANS TO REACH THEM   GRADE          78
CODE:            9 EXPECTED NO.       5525 ACTUAL NO.       1150

OUTCOME_4: COMPLETE 4-YEAR EDUCATIONAL PLAN                 GRADE           8
CODE:            6 EXPECTED NO.          0 ACTUAL NO.        543

OUTCOME_5:                                                  GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                  GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                  GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                  GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                  GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT SELF ESTEEM BUILDING ACTIVITIES	CODE: 1
ACTIVITY_2:	CONDUCT COUNSELOR/TEACHER IN-SERVICE	CODE: 11
ACTIVITY_3:	CONDUCT CAREER GOAL AND DECISION MAKING SESSIONS	CODE: 5
ACTIVITY_4:	ASSIST IN DEVELOPMENT OF STUDENT 4-YEAR PLANS	CODE: 5
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 6902	$ 0	$ -6902
TRAVEL	$ 1000	$ 86	$ -914
EQUIPMENT	$ 3360	$ 26629	$ 23269
SUPPLIES	$ 3538	$ 3284	$ -254
CONTRACTS	$ 1200	$ 0	$ -1200
OTHER	$ 14000	$ 0	$ -14000
TOTAL	$ 30000	$ 30000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: STANDARDIZED SELF ESTEEM INVENTORIES, WRITTEN TESTS/OBSERVATIONS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 7th AND 8th GRADERS, N=6500

ACTUAL: SAME, ALTHOUGH N=1541

DATA COLLECTED:

PLANNED: SELF ESTEEM QUESTIONNAIRE RESPONSES, COUNSELOR/TEACHER OBSERVATIO

ACTUAL: SAME

CRITERIA USED:

PLANNED: 85% OF STUDENT PARTICIPANTS SUCCESSFULLY COMPLETE WORK

ACTUAL: 75% OF SAME

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VEPD: 044 **GREAT OAKS JOINT VOCATIONAL SCHOOL DISTRICT**

PROJECT GOAL: Sophomore students will have better knowledge of their interests and educational offerings available through vocational programming in order to make better decisions about their career plans.

GOAL JUSTIFICATION: A percentage of students who would benefit from vocational education do not choose to enroll as a result of insufficient information about themselves and career opportunities.

PROGRAM NARRATIVE:

* During September career specialists met with affiliate school counselors to plan activities for the year.

* In October interest surveys were provided affiliate school counselors. These were explained and administered by affiliate school counselors prior to the JVS classroom presentations. Information on the survey was put into a prospect file (computerized) for counseling and statistical use during the year.

* Classroom presentations were given October-December. Presentations consisted of a video which overviewed the district program offerings, student presentations, and general information concerning JVS activities for sophomores considering a vocational program for 1989-90.

* In December computerized summaries of student interest and program choice were returned to affiliate school counselors.

* During January, JVS representatives were available at affiliate schools for group and individual conferences while affiliate school counselors were signing students up for a cluster visitation day held the last week of January. Visiting students spent a half day touring two clusters of programs to view materials and discuss the curriculum with staff and students. Open houses were held for parents that week in order for them to visit the campus and discuss enrollment for the 89-90 year.

PROGRAM
NARRATIVE:
(Continued)

* The initial enrollment period was January 27-February 28.

* Spring activities consisted of individual conferences with sophomores who had indicated interest in vocational programs but did not apply during the enrollment period. Several small group visits and parent contacts were scheduled during the spring.

* Career specialists compiled statistics for their individual campuses during May and June.

* Variations in scheduling exist among the four campuses due to weather and other district dates. All activities are conducted in relatively the same manner and using the same guidelines.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                       |
| VEPD_CODE:        44     SCHL_NAME: GREAT OAKS JVS                   |
| BUDGET_AMT: $      30000                                              |
|_______________________________________________________________________|


                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: IDENTIFY 3 INTEREST AREAS/2-3 CLUSTER PROG. AREAS  GRADE      10
CODE:          6 EXPECTED NO.       7000 ACTUAL NO.       4341

OUTCOME_2: APLICATION TO JVS PROGRAM                          GRADE      10
CODE:          9 EXPECTED NO.       1890 ACTUAL NO.       1206

OUTCOME_3:                                                    GRADE       0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE       0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE       0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE       0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE       0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE       0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE       0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1:	PREPARE AND CONDUCT CLASSROOM PRESENTATIONS	CODE: 1
ACTIVITY_2:	AUTOMATE CAREER INTEREST SURVEY RESULTS	CODE: 3
ACTIVITY_3:	CONDUCT INFORMATIONAL/RECRUITMENT MAILING	CODE: 6
ACTIVITY_4:	CONDUCT SMALL GOUP/INDIVIDUAL COUNSELING SESSIONS	CODE: 3
ACTIVITY_5:	PROVIDE TEACHER/COUNSELOR IN-SERVICE	CODE: 11
ACTIVITY_6:	CONDUCT "CLUSTER" VISITATION DAY	CODE: 12
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 30000	$ 30000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 30000	$ 30000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: INTEREST SURVEY, PROSPECT PROFILES

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, 10th=7000, APPLICANTS=1890

ACTUAL: SAME--ALTHOUGH, 10th=6452, APPLICANTS=1206

DATA COLLECTED:

PLANNED: INTEREST PROFILES, PROGRAM CHOICES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 27% OF SOPH.CLASS APPLIES TO JVS

ACTUAL: 22% OF SAME

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VEPD: 045 NORTHWEST LOCAL SCHOOL DISTRICT

PROJECT GOAL: All eighth-grade students will take the IDEAS (Interest, Determination, and Exploration Assessment System) inventory and, as a result, know their highest and lowest career interests. This knowledge will be tested by administering the IDEAS test regarding career interests to all eighth-grade students and relating that information to the appropriate selection of high school courses.

GOAL JUSTIFICATION: The goal is consistent with the philosophy of the guidance department that career education enhances the teaching and learning process by developing a meaningful relationship between school subjects and the world of work.

PROGRAM NARRATIVE: Career education enhances the teaching and learning process by developing a meaningful relationship between school subjects and the world of work. With this philosophy in mind, the guidance department provided a variety of opportunities for career exploration and preparation. In FY 89, one of the career opportunities provided for career exploration and preparation was the administration and interpretation of the IDEAS Inventory. This inventory was administered in the fall of the eighth-grade year to provide career awareness for these students prior to selecting courses for the ninth-grade year. This was also an opportunity for students and guidance counselors to work together on a four year high school plan for coursework and post-graduation plans.

The IDEAS Inventory was administered to all eighth-grade students in the fall of the year. The guidance counselors interpreted the results for the inventory in classroom settings. The IDEAS Test was administered prior to scheduling to determine the knowledge learned through the inventory administration and interpretation. The results of the IDEAS Test were tabulated for each school.

PROGRAM
NARRATIVE:
(Continued)

Career education assists students with the basic learning skills and knowledge required to function in today's changing society. Students need to understand the relationship between what they are learning in school and its practical application to the world of work. Students should possess self-understanding, career-decision making skills, work attitudes, and vocational/professional skills which are essential for making the transition from school to work. Career information needs to continually be kept current and broad in scope. The IDEAS Inventory is an opportunity for our eighth-grade students to explore career areas of interest and to prepare for the future.

September, 1988. Discuss the administration, interpretation, and data collection of the IDEAS Inventory with members of the advisory committee and the junior high school guidance counselors who are serving on the guidance services committee for 1988-89.

October-November, 1988. Administer and interpret the IDEAS Inventory to all eighth-grade students (juniors high school guidance counselors).

December, 1988. Administer the IDEAS Test and collect the appropriate data (junior high school guidance counselors).

February-March, 1989. Schedule the eighth-grade students for the 1989-1990 school year (junior high school guidance counselors).

April - May, 1989. Share the results of the IDEAS Inventory with the advisory committee and the guidance services committee.

June, 1989 - Summarize the results from FY 89 for the final report.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION           page 1

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|                                                                     |
| VEPD_CODE:         45     SCHL_NAME: NORTHWEST LSD                  |
| BUDGET_AMT: $        5000                                           |
|                                                                     |
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                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: KNOW ONES HIGHEST AND LOWEST CAREER INTERESTS      GRADE      8
CODE:            8 EXPECTED NO.         743 ACTUAL NO.       463

OUTCOME_2:                                                    GRADE      0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_3:                                                    GRADE      0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_4:                                                    GRADE      0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_5:                                                    GRADE      0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_6:                                                    GRADE      0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_7:                                                    GRADE      0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_8:                                                    GRADE      0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_9:                                                    GRADE      0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1:	ADMINISTER "IDEAS" CAREER INTEREST INVENTORY	CODE:	8
ACTIVITY_2:	PROVIDE TEACHER/COUNSELOR IN-SERVICE	CODE:	11
ACTIVITY_3:	INTERPRET "IDEAS" ERSULTS IN HOME SCHOOL CLASSES	CODE:	1
ACTIVITY_4:		CODE:	0
ACTIVITY_5:		CODE:	0
ACTIVITY_6:		CODE:	0
ACTIVITY_7:		CODE:	0
ACTIVITY_8:		CODE:	0
ACTIVITY_9:		CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	5000	$	5000	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	5000	$	5000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: INTEREST SURVEY

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 8th GRADERS, N=825

ACTUAL: SAME--ALTHOUGH N=547

DATA COLLECTED:

PLANNED: SURVEY INDICATORS ON HIGHEST AND LOWEST CAREER INTERESTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 90% OF STUDENT PARTICIPANTS ATTAIN 100% ACCURACY

ACTUAL: 85% OD SAME

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VEPD: 051 KNOX COUNTY JOINT VOCATIONAL SCHOOL

PROJECT GOAL: It is our goal to have class presentations for our junior English classes in order to influence the junior students so they are more positive in their responses to persons who have expressed an interest in a nontraditional career.

GOAL JUSTIFICATION: We at the JVS feel strongly that our students need to have a positive attitude about people in non-traditional careers. These presentations will present materials and information to our new junior students in order to create a less sex-biased atmosphere in our school and community.

PROGRAM NARRATIVE: In the junior English classes, a video entitled "Career Choices in Vocational Education" was shown. A class discussion period followed in which points were emphasized regarding sex-bias, free-thinking, and acting. The students were later tested to evaluate if they knew persons in non-traditional jobs and if they could relate sex-bias free behaviors.

This project was done throughout the school year in the various classrooms.

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            OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                      |
| VEPD_CODE:          51     SCHL_NAME: KNOX COUNTY JVS               |
| BUDGET_AMT: $        5000                                            |
|______________________________________________________________________|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: RELATE BEHAVIORS THAT ARE FREE OF SEX-BIAS       GRADE       11
CODE:          2 EXPECTED NO.        250 ACTUAL NO.       156

OUTCOME_2:                                                  GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_3:                                                  GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                  GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                  GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                  GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                  GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                  GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                  GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: PRESENT UNIT ON SEX BIAS, STEREOTYPING AND CAREERS CODE: 1

ACTIVITY_2: CODE: 0

ACTIVITY_3: CODE: 0

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4800	$ 5000	$ 200
TRAVEL	$ 200	$ 0	$ -200
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN POST-TEST AFTER PRESENTATION

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENTS IN HOME SCHOOL ENGLISH, 11th GRADERS, N=250

ACTUAL: SAME--ALTHOUGH N=162

DATA COLLECTED:

PLANNED: TEST RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: 97% ACHIEVED MINIMUM 86% ACCURACY ON TEST ITEMS

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VEPD: 052 LAKE COUNTY JOINT VOCATIONAL SCHOOL

PROJECT GOAL: Goal 1. All senior vocational students will know how to use the OCIS career search after group guidance training on the equipment and reference materials and be able to print out a minimum of three post-high training options and/or occupational option information that could apply to them.

Goal 2. The senior control group of DCT, DCHO, and ME students, after completing a career guidance unit, will know three career choices and/or three post-high training options that correlate with their interests and ability as measured by tests and the completion of a career folder.

GOAL JUSTIFICATION: Goal 1. Our senior vocational students are one-half-day students coming from seven very diverse settings, some without the OCIS or similar service. By being half-day students at both schools, their possible access time to either the home school or vocational counselor is limited. Our vocational school has one counselor for 425 students. Since she also does the orientation at the home schools, her personal conference and research time with each student is limited. The use of the OCIS should be a valuable time saver as well as a current resource for the counselor and students.

Goal 2. Co-op students were selected because they requested the most help this year in the area of career guidance from the vocational counselor. Co-op students also spend two hours or less at each of their schools (vocational and home school) so they have less access to a counselor or reference materials. Utilizing the OCIS system and creating a folder will save time and pull together practical career information into one reference source for their twelfth-grade year as well as a future reference.

PROGRAM NARRATIVE: On July 1, 1988, requisitions for this grant were submitted by the Project Coordinator, Rosemarie Leaman, to our Auburn Career Center Director/Superintendent, Peter Oberson, and an account number was assigned by the board treasurer for this 1988-89 guidance grant. Equipment in

PROGRAM NARRATIVE: (Continued)

the form of a Macintosh SE personal computer, Extended Keyboard and Image Writer II was ordered. Wiring from the "A" site within our building, the Lake-Geauga Computer Association, to my guidance office, along with a one-year contract for the new guidance package OCIS plus office supplies and reference materials were ordered such as the latest Occupational Outlook Handbook, "Federal Educational Grants and Scholarships", and a rental date for the video "Paying for College" was reserved. Additional student handouts were ordered in bulk to supply the entire senior class such as:

- "Do I Have The Right Stuff"
- "Start Training Today"
- "Working Women"
- "Career Shortcut"
- "How To Choose A Career"
- "Secondary Vocational Education-Strengthening The Work Force"
- "1988 NATTS Handbook On Private Accredited Trades Technical Schools"
- "Ohio Instructional Grant Applications"
- "ACT Registration Packets"
- "ACT Financial Aid Services Packets"
- "Toward College In Ohio"
- "Council of Admission Officers"

In mid-August, Rosemarie made up her guidance calendar for the 1988-89 school year and included all of the grant activities such as advisory meetings, group meeting, and known registration deadlines. At this time, contact was made with representatives from the most requested post-high training areas from last year's Junior class in June.

On the first day of school at our general faculty teacher's meeting on August 29, 1988, an overview of this year's guidance grant was presented to the entire faculty along with an invitation to explore on the computer when it was operational. On September 8, 1988, Rosemarie met with the faculty of the control group DCT, ME, and DCHO. At this time the guidance student secretary began to run off the homemade pre-tests and individual handouts for the students based around three general

PROGRAM NARRATIVE: (Continued)

need areas: career selection, post-high options, and financial aid.

On September 21, 1988, Rosemarie met with the Advisory committee.

Mid-September brought a notice from the state department of a needed revision in the evaluation/data gathering portion of the grant proposal. The revised grant was signed by the superintendent and returned. The funding was released in November.

During this time last Fall, the Lake-Geauga Computer Association notified us that delivery of the new personal computer guidance OCIS would be delayed. The "bottom line" turned out to be an incompatibility with their Hewlett-Packard equipment. Our superintendent, the "A" site director, as well as Karen Heath were aware of the problem, but had no fast solutions. The "bugs" were not worked out and service was not available until the beginning of second semester, January, 1989. This was most frustrating!

The coordinator met with the faculty members of the control group to form a "back-up and punt plan" in order to deliver the maximum information to these students. The faculty members took on specific responsibility for planning individual class field trips to local college days, having more career-post-high related guest speakers, and allowing for individual on-location visits by their students to post-high facilities.

The October ASVAB was endorsed by the senior faculty members and given at Auburn Career Center to save the students time in taking the test after school.

Every week all year the "Guidance FYI" made a special effort to attach post-high reproductions and home school resources. The Auburn Career Center front hall electronic computer bulletin board and conventional bulletin board were utilized for act, scholarship, and registration deadline reminders.

PROGRAM NARRATIVE: (Continued)

With the OCIS only being available for one semester, the project coordinator made a decision to pre-test only the control group due to the short period of time to work individually with students on the OCIS.

This time was made even shorter by two events which were out of the hands of the coordinator to change. First, I was moved out of my office for two months while drastic structural changes and remodeling was done by our building remodeling and repair class. The results are great but the timing was inconvenient.

Secondly, the superintendent assigned me to orientate and interview four new home schools for the 1989-90 school year, which added the potential of 1,100 new students to my work load. Two schools were 18 miles in opposite directions so time became even more valuable than with seven schools and 400+ students to cover. Cardinal, Berkshire, Newbury, and Kenston High Schools officially become a part of our J.V.S. on July 1, 1989, but vocational registration for the new junior class became a priority.

From January 23 until the end of May, 1989, the OCIS was utilized by the senior control group who had first priority, other seniors and junior vocational students. During this period of time career speakers, handouts, application completion, and post-high visits continued.

Individual manilla folders were given to each member of the control group. Inside was the OCIS outline, Auburn Career Center student services explanation sheet with our number on for future placement and/or post-high help, and GED information for personal or family reference. The students placed their name on these folders, added a copy of their current resume (a copy of their resume was retained in our vocational files) and used this folder to collect the handouts distributed during this year's grant.

Additional advisory meetings met on February 15, 1989, and May 25, 1989, with the project coordinator at Auburn Career Center.

PROGRAM NARRATIVE: (Continued)

The project coordinator also attended two in-service meetings during this time that helped with grant writing and/or ideas.

On May 24, 1989, an OCIS in-service was done by the coordinator to next year's teaching staff. The purpose was to educate the staff on the attributes of the OCIS and to get their complete support for the 1989-90 juniors and seniors to utilize this service beginning immediately in August to help make up for lost time this year.

During the first two weeks of June, the project coordinator wrote the final grant report and filed the financial report with the district's treasurer.

OHIO GUIDANCE PROGRAM GRANT EVALUATION

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|
| VEPD_CODE:          52     SCHL_NAME: LAKE COUNTY JVS - AUBURN              |
| BUDGET_AMT: $        10000                                                   |
|                                                                              |
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STUDENT OUTCOMES

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OUTCOME_1: LEARN HOW TO USE THE OCIS SYSTEM                  GRADE          12
CODE:              6 EXPECTED NO.         60 ACTUAL NO.           0

OUTCOME_2: KNOW 3 CAREER CHOICES AFTER HIGH SCHOOL           GRADE          12
CODE:              9 EXPECTED NO.         60 ACTUAL NO.          13

OUTCOME_3:                                                   GRADE           0
CODE:              0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_4:                                                   GRADE           0
CODE:              0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_5:                                                   GRADE           0
CODE:              0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_6:                                                   GRADE           0
CODE:              0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_7:                                                   GRADE           0
CODE:              0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_8:                                                   GRADE           0
CODE:              0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_9:                                                   GRADE           0
CODE:              0 EXPECTED NO.          0 ACTUAL NO.           0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT CAREER SEMINAR FOR "SENIOR CONTROL GROUP"	CODE:	3
ACTIVITY_2: PROVIDE INSTRUCTION ON THE OCIS SYSTEM	CODE:	9
ACTIVITY_3: COORDINATE VISITING PRESENTERS	CODE:	12
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	5470	$	5804	$	334
TRAVEL	$	150	$	136	$	-14
EQUIPMENT	$	2789	$	2838	$	49
SUPPLIES	$	391	$	353	$	-38
CONTRACTS	$	1000	$	1000	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	9800	$	10131	$	331

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN PRE- AND POST-TEST

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, ALL SENIORS=200, SENIOR CONTROL GROUP=60

ACTUAL: SAME--ALTHOUGH, SENIORS= 28, SENIOR CONTROL GROUP=48

DATA COLLECTED:

PLANNED: TEST RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 30% OF SENIORS KNOW OCIS, 95% OF CONTROLS KNOW GOALS

ACTUAL: 13% OF SENIORS KNOW OCIS, 28% OF CONTROLS KNOW GOALS

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VEPD: 053 **MENTOR-WILLOUGHBY-EASTLAKE**

PROJECT GOAL:	Junior and senior students and faculty members will demonstrate an increased awareness and knowledge of sex role stereotyping and bias which will expand students' career options and faculty instruction in this area.
GOAL JUSTIFICATION:	Previous projects have accented other goals. This goal has not yet been incorporated into the guidance program.
PROGRAM NARRATIVE:	Juniors and seniors will participate in a series of group guidance activities that will essentially be designed to eliminate traditional sex stereotyping and sex bias. Through regular presentations, groups of juniors and seniors will hear presentations by noted consultants and celebrities who have experienced or are knowledgeable about sex stereotyping and sex bias. These presentations will be coupled with faculty attendance and mutual selection of materials for presentation to students in a supplemental activity to classroom instruction. Teachers will select materials, determine their relevance, effectiveness, and overall quality. Questionnaires and surveys among the teachers will determine the frequency of use and appropriate nature of the selected materials. Student questionnaires also will be distributed to determine the effect of the materials on student attitudes and knowledge of the items use.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:        53     SCHL_NAME: MENTOR/WILL./EASTLAKE SCH          |
| BUDGET_AMT: $      15000                                               |
|                                                                        |
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                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: AWARE OF SEX BIAS IN WORK AND NON-TRAD. CAREER OPT GRADE      21
CODE:            8 EXPECTED NO.       460 ACTUAL NO.        150

OUTCOME_2:                                                    GRADE       0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE       0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE       0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE       0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE       0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE       0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE       0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE       0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT SERIES OF GROUP GUIDANCE ACTIVITIES	CODE:	1
ACTIVITY_2: ORGANIZE SERIES OF PRESENTERS	CODE:	12
ACTIVITY_3: CONDUCT SURVEY OF SEX EQUITY KNOWLEDGE	CODE:	8
ACTIVITY_4: CONDUCT INSERVICE TRAINING	CODE:	11
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 600	$ 163	$ -437
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 3000	$ 6166	$ 3166
CONTRACTS	$ 11400	$ 8003	$ -3397
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 15000	$ 14332	$ -668

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST-TEST DESIGN

ACTUAL: SAME, PLUS WORD ASSOC. ASSESSMENT, LEARNING STYLE INVENTORY

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 11th and 12th GRADERS, N=200

ACTUAL: SAME--ALTHOUGH N=150

DATA COLLECTED:

PLANNED: SEX EQUITY QUESTIONS

ACTUAL: SEX EQUITY QUESTIONS, WORD ASSOCIATIONS, VALUE STATEMENTS

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: SIGNIFICANCE SCORES, MEASURES OF ASSOCIATION

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VEPD: 054 **LAWRENCE COUNTY JOINT VOCATIONAL SCHOOL**

PROJECT GOAL: Students will know the necessary skills and information that they need to make appropriate decisions concerning their career plans.

GOAL JUSTIFICATION: Students need information on careers to help them make appropriate decisions about their options after high school. Students need additional assistance in this area during their junior year.

PROGRAM NARRATIVE: Guidance activities were provided to assist students in identifying different career options and additional training opportunities which may be related to their interests. A survey was given to junior students to determine their individual needs. Group activities were designed to assist students with decision making. The counselor provided counseling sessions with individual students to help them with career planning, decision making, occupational information, and/or postsecondary education information. An evaluation instrument was used to determine students' goals and knowledge of the outcome.

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               OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                       |
| VEPD_CODE:          54    SCHL_NAME: LAWRENCE COUNTY JVS             |
| BUDGET_AMT: $        10000                                            |
|_______________________________________________________________________|


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: IDENTIFY AT LEAST 3 CAREER INTERESTS           GRADE        11
CODE:             8 EXPECTED NO.         180 ACTUAL NO.        153

OUTCOME_2: MAKE DECISIONS ABOUT POST-HIGH CAREER PLANS    GRADE        11
CODE:             9 EXPECTED NO.         180 ACTUAL NO.         94

OUTCOME_3:                                                GRADE         0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                GRADE         0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                GRADE         0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                GRADE         0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                GRADE         0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                GRADE         0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                GRADE         0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0
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                          PROGRAM ACTIVITIES                    page 2
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ACTIVITY_1: CONDUCT GROUP COUNSELING SESSIONS                CODE:        1

ACTIVITY_2: CONDUCT INDIVIDUAL COUNSELING SESSIONS           CODE:        3

ACTIVITY_3: ASSESS INDIVIDUAL NEEDS                          CODE:        8

ACTIVITY_4: CONDUCT WORKSHOPS ON INFORMATION SYSTEMS         CODE:        9

ACTIVITY_5:                                                  CODE:        0

ACTIVITY_6:                                                  CODE:        0

ACTIVITY_7:                                                  CODE:        0

ACTIVITY_8:                                                  CODE:        0

ACTIVITY_9:                                                  CODE:        0




  -------------------------------------------------------------------------
 |                                                                         |
 |                                BUDGET                                   |
 |                                                                         |
 |                        PLANNED        ACTUAL          DIFFERENCE        |
 |                       ---------      ---------       ------------       |
 |      PERSONNEL  $       10000    $     10000      $             0      |
 |      TRAVEL     $           0    $         0      $             0      |
 |      EQUIPMENT  $           0    $         0      $             0      |
 |      SUPPLIES   $           0    $         0      $             0      |
 |      CONTRACTS  $           0    $         0      $             0      |
 |      OTHER      $           0    $         0      $             0      |
 |                                                                         |
 |      TOTAL      $       10000    $     10000      $             0      |
 |                                                                         |
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EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN SURVEY INSTRUMENT

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, 11th GRADERS, N=180

ACTUAL: SAME, ALTHOUGH N=142

DATA COLLECTED:

PLANNED: TEST FOR DECISION SKILLS AND ABILITY TO IDENTIFY INTERESTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: 82% IDENTIFY INTERESTS, 67.6% IDENTIFY DECISION MAKING STEPS

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VEPD: 056 OHIO HI-POINT JOINT VOCATIONAL SCHOOL

PROJECT GOAL: Students will modify behavior and attitudes in order to facilitate the transition from vocational education to employment.

GOAL JUSTIFICATION: Students that have indicated poor behaviors and attitudes will be educated towards proper employability work ethics.

PROGRAM NARRATIVE: The "Fresh Start" group guidance program was designed to provide Ohio Hi-Point "at risk" juniors with the opportunity to learn life-long employability skills through counseling, teaching and peer-interaction. The counselors used group guidance techniques which included lectures, printed material, visuals, and guest speakers in classroom size groups.

At the conclusion, students who completed the "Fresh Start" program showed significant improvement in their grades, attendance, and discipline records.

All 42 participants took the "Employability I.Q." pre-test. Thirty-nine students who completed the "Fresh Start" program took the "Employability I.Q." post-test.

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                   OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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 | VEPD_CODE:         56     SCHL_NAME: OHIO HI-POINT JVS               |
 | BUDGET_AMT: $       15000                                            |
 |                                                                      |
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                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: DEVELOP DESIREABLE EMPLOYABILITY SKILLS/ATTITUDES  GRADE        11
CODE:           5 EXPECTED NO.        500 ACTUAL NO.        39

OUTCOME_2:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_3:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT "FRESH START" PROGRAM FOR "AT RISK" 11th CODE: 1

ACTIVITY_2: ADMINISTER "EMPLOYABILITY I.Q. TEST" CODE: 8

ACTIVITY_3: PROVIDE INIDIVIDUAL COUNSELING SESSIONS CODE: 3

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	15000	$	15000	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	15000	$	15000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST-TEST "EMPLOYABILITY I.Q. TEST"

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, N=500 (WHOLE SUDENT BODY ?)

ACTUAL: SAME--ALTHOUGH N=42 (11th GRADERS "AT RISK")

DATA COLLECTED:

PLANNED: ATTENDANCE RECORD, G.P.A., RECORDED DISCIPLINARY ACTIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: < 18 ABSENCES, < 14 TARDIES, "C" AVERAGE, 50% FEWER DISCIPLINARIES

ACTUAL: 92% OF STUDENT PARTICIPANTS ACHIEVED STANDARDS

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VEPD: 057 LORAIN CITY SCHOOLS

PROJECT GOAL: Ninth-and tenth-grade students will develop awareness of their own aptitudes and interests and how they relate to postsecondary options.

GOAL JUSTIFICATION: Information received from counselors indicate the need for additional career exploration experiences for students. Increasing student awareness of aptitudes and interests will allow students to explore career options in areas other than the traditional employment (automotive and steel) of the area.

PROGRAM NARRATIVE: The career guidance program entered its third year in the Lorain City Schools (Admiral King, Lorain Senior and Southview) during fiscal year 1989. The development and implementation of the third of a three-year plan were to develop and increase ninth- and tenth-grade students' awareness of their own aptitudes and interests, and how they relate to postsecondary options.

In order to meet this goal, the following activities were carried out districtwide:

INTEREST AND APTITUDE SESSIONS. Nine hundred and forty ninth- and tenth-grade students in the city's high schools took part in instructional sessions in which students learned about their interests and aptitudes pertaining to occupations/careers, and related training. At the conclusion of the instruction and discussion period, students were asked to respond to the "Lorain City Schools Vocational/Guidance Student Test" to determine their ability to identify interests and aptitudes as they pertain to college and non-college training programs. Overall, 90 percent (the success target was set at 75 percent) of all students passed this test as per the qualifications set forth in the objectives of this program by identifying two aptitudes useful for success in an academic (college) program. Students had to identify a total of eight interest and aptitudes to "pass" this test.

In addition, 92 percent of students indicated that they knew how to begin looking for a job. Further

PROGRAM NARRATIVE: (Continued)

details and other related materials to this exercise are included in the Outcome #1 and Outcome #2 portion of this report.

CAREER GRANT "SPRING VACATION" SHADOWING PROGRAM. Ninety-three students participated in this program in which ninth- and tenth-grade students "shadowed" workers in the field for periods ranging from 8 to 32 hours during the school systems Spring vacation. For their efforts, students were provided a stipend equivalent to minimum wage for their time involved in the program.

Students and employers felt that this was a worthwhile activity and expressed much interest in repeating a similar program in the future. Involvement in the program included:

Admiral King	24 participants shadowing 400 hrs.
Lorain Senior	23 participants shadowing 374 hrs.
Southview	46 participants shadowing 392 hrs.

Sites of the shadowing experiences included:

ADMIRAL KING--Lorain Metro, Margie's Hallmark, German's Villa, Admiral King High School, Bonominio's Florist, Bicycle Bill's and the YMCA.

LORAIN SENIOR--Lorain City Chamber of Commerce, Animal Medical Clinic, Bonaninio's Flower Shop, Lorain Animal Clinic, The Family Y, The Lorain County Times, Magic Touch Hair Salon, Army Recruiter, Lorain Recreation Department, Lorain Community Development, Great Lakes Offset and Printing, Harbor Lincoln Mercury, Lorain Public Library, Rex Pipe Plumbing, Lorain City Hall, Edwards Trucking and Amherst Animal Hospital.

SOUTHVIEW--St. Joseph Hospital, Industrial Video, Lorain Quick Print, Puskas Family Flowers, Lorain Aluminum, Southview High School and El Centro.

FIELD TRIPS. The career guidance grant paid for the following field trips:

Three different field trips were taken to Lorain County Community College for students that expressed an interest in the math and science

PROGRAM NARRATIVE: (Continued)

careers (90 students). The students heard presentations and saw demonstrations; they also were able to get "hands-on" experiences in the laboratories.

Three different field trips to LCCC's High-Tech Building were arranged for students that expressed an interest in robotics, electronics and computer aided design (86 students). The students heard presentations and saw demonstrations; they also were able to get "hands-on" experiences.

Fifty students that expressed an interest in the writing careers were transported to LCCC to hear Alex Haley speak on becoming a writer.

Seventy-seven Black students were transported to LCCC for a two-day workshop on careers, self-development, and educational opportunities ("Preparing Black Leaders for Tomorrow Today").

Forty-six students interested in secretarial work were taken to the Lorain County Administration Building to see first-hand the various jobs and the skills needed to get them.

Thirty-one students that expressed an interest in business careers were transported to LCCC to hear a presentation and to see the new equipment being used today in the business world. Students got the opportunity to work on the computers loaded with the latest software.

Two hundred eighth-grade junior high students were transported to Southview to visit the pre-vocational classes prior to selecting classes for their freshmen year.

OHIO INTEREST SURVEY (OIS). Ninety percent of all tenth-grade students participated in this survey. Each student was provided an opportunity to review the results, in a small group or individual setting.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB). More than 100 students were tested by the armed service personnel to determine qualification for training programs in each of the various branches of the armed forces. Students were provided with detailed feedback of their scores and were directed to speak with the various service

PROGRAM NARRATIVE: (Continued)

recruiters to determine which program they qualify for.

CAREER SPEAKERS. During fiscal year 1989, career speakers were invited from the following technical and business colleges to speak with students: Institute of Computer Management, Agriculture Technical Institute, Bryant and Stratton, Dyke Technology Institute, and the Electronics Technology Institute. In addition, a representative from Navy Finance Center spoke to students on jobs with the Federal government and civil service jobs. A guest speaker was brought into speak on drugs in the work place, this activity was videotaped and will be used in the future.

TECH SCHOOLS/COLLEGE REPRESENTATIVES. Representatives from more than 40 institutions visited the high schools to provide information to students on an individual or small group basis about careers and necessary training. Representatives of tech schools such as the Lorain Business College, Antonelli Technical School of Art, Ohio State School of Cosmetology and Hocking Technical College, participated. Ohio State University, Kent State University, John Carroll University, University of Notre Dame, and Lorain Community College are examples of universities participating.

VOCATIONAL PROGRAMS ORIENTATION. Ninety to ninety-five percent of all tenth-grade students and those ninth-grade students that were sixteen years old were given the "Lorain City Schools Vocational Programs Orientation." Each vocational program was explained and information given on how a student may prepare to enter the vocational programs. The Lorain City School Vocational Handbook was presented to each student. On Wednesday January 11, 1989 a total of 160 students participated in vocational visitation day. These students visited vocational programs at the other high schools. It was a first for the Lorain City Schools.

CAREER OPPORTUNITIES NIGHT. The program was held at Lorain High School where over 80 representatives from nursing schools, technical schools, armed services, nannie schools, colleges and universities, were present to speak with

PROGRAM NARRATIVE: (Continued)

students and parents regarding postsecondary opportunities. Information was also available on financial aid and scholarships. Over nine hundred students and their parents were in attendance.

OHIO CAREER INFORMATION SERVICE (OCIS). Four counselors and an assistant principal attended a workshop on the use of OCIS. Ninth- and tenth- as well as eleventh- and twelfth-grade students were provided with printed copies of supplemental information dealing with careers and necessary training. Increased usage of this service was more than 50 percent of precious years. Some students were provided instructions on how to retrieve information by themselves.

COMMUNITY AGENCIES. During fiscal year 1989, the guidance counselors conferred with several community agencies including the Center for Children and Youth, El Centro De Servicios Sociales Para La Communidad Hispana, Bureau of Vocational Rehabilitation, Bureau of Services for the Blind and Employment services. JTPA visited the high schools to assist students and parents in completing employment applications for summer work. The students were later tested by JTPA to determine suitable job placement. All ninth- and tenth-grade students were given a Career and Hobby Interests survey by the Boyscouts of America. The survey will be returned to students after they have been scored.

FIELD TRIPS NOT PAID BY VOCATIONAL GRANT. Twenty-nine minority students attended a field trip to Ohio State University to learn about different programs and to tour the facility.

Forty-two minority students attended a Bowling Green State University field trip to learn more about educational opportunities.

Thirty-four gifted students attended three different career workshops (LCCC, and at the Joint Vocational School in Oberlin).

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             OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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 | VEPD_CODE:          57     SCHL_NAME: LORAIN CITY SCHOOLS            |
 | BUDGET_AMT: $       10000                                            |
 |                                                                      |
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                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: KNOW 2 INTERESTS/ APTITUDES/ POST-HIGH VOC. OPPs.  GRADE       19
CODE:           6 EXPECTED NO.       1616 ACTUAL NO.        877

OUTCOME_2: KNOW 2 INTERESTS/ APTITUDES/ POST-HIGH ACCADEMICS  GRADE       19
CODE:           6 EXPECTED NO.       1616 ACTUAL NO.        829

OUTCOME_3:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT "INTEREST AND APTITUDE" SESSIONS CODE: 1

ACTIVITY_2: COORDINATE "SPRING VACATION" SHADOWING EXPERIENCES CODE: 4

ACTIVITY_3: DELIVER SERIES OF FIELD TRIPS CODE: 4

ACTIVITY_4: ADMINISTER "OHIO INTEREST SURVEY" AND ASVAB CODE: 8

ACTIVITY_5: ORGAZNIZE GUEST "CAREER SPEAKERS" CODE: 12

ACTIVITY_6: CONDUCT ORIENTATION PROGRAMS CODE: 6

ACTIVITY_7: CONDUCT "CAREER OPPORTUNITIES NIGHT" CODE: 12

ACTIVITY_8: DEMONSTRATE OCIS CODE: 9

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	1369	$	8173	$	6804
TRAVEL	$	592	$	815	$	223
EQUIPMENT	$	4900	$	0	$	-4900
SUPPLIES	$	375	$	364	$	-11
CONTRACTS	$	2764	$	0	$	-2764
OTHER	$	0	$	0	$	0
TOTAL	$	10000	$	9352	$	-648

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN GUIDANCE TEST

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 9th and 10th GRADERS, N=2155

ACTUAL: SAME--ALTHOUGH N=940 (MOSTLY 10th GRADERS)

DATA COLLECTED:

PLANNED: TEST RESPONSES TO APTITUDES, INTERESTS AND POST-HIGH OPPORTUNITIE

ACTUAL: SAME

CRITERIA USED:

PLANNED: 75% OF STUDENT PARTICIPNATS WILL ACHIEVE 100% ACCURACY

ACTUAL: 93% OS SAME ON VOC. OPPs; 90% OS SAME ON ACADEMIC OPPs

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VEPD: 058 LORAIN COUNTY JOINT VOCATIONAL SCHOOL

PROJECT GOAL:	To create a program that will provide students the potential to gain increased awareness and knowledge related to their high school and post-high school career plans.
GOAL JUSTIFICATION:	Students at the Lorain County Joint Vocational School now have more options during high school to prepare for success in high school and post-high school. This project is intended to improve the guidance function in this process.

PROGRAM NARRATIVE:

Career decision making is made up of a variety of information with a sequence of steps involved. The counselors at the vocational school have implemented a multi-faceted series of group activities to incorporate a process that will enhance and expand career decision making.

These activities were designed to cover student's career choices, selection of academic and vocational courses related to careers, information relative to specific careers, postsecondary information and skills that would lead to success in work.

Part of the activities were centered around career information and selection. With students incorporating their own personal values with information gained by using O.C.I.S. and career decision-making kits, they were more knowledgeable of a career selection.

This information is tied together as students are informed about academic and vocational courses, which they can use to enhance and enrich their career preparation. The academic connection continues in group series about grades, attendance, etc., and how that affects performance and relates to career success.

The grant activities for 1988-89 also extended into information about post-graduation options. Students were able to interconnect their values, career goals and academic decisions with career plans that may require additional training to be more successful in that chosen career. That

PROGRAM NARRATIVE: (Continued)

training may involve the military, technical school, 4-year college, and/or other sources of training. The use of tests and the interpretations of these tests were correlated with these processes.

However, information exchange and decision making are not the only career process styles. Consequently, the students were involved in group activities related to leadership, multi-cultural activities, public relations/communication, and shadowing.

These career and life skills activities were designed to enlighten the students about different learning and cultural styles, the importance of awareness and uniqueness of individuals in the workforce.

In summary, by integrating group activities to increase student knowledge and to provide student growth through career decisions, the students are better equipped to make more accurate career plans. By using a model career plan, plus understanding the importance of academic options, and being aware of individual uniqueness through values, talent and cultures; the J.V.S. students increased their knowledge in a holistic fashion.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION         page 1

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|                                                                           |
| VEPD_CODE:          58     SCHL_NAME: LORAIN COUNTY JVS                  |
| BUDGET_AMT: $        25000                                                |
|___________________________________________________________________________|



                             STUDENT OUTCOMES
                             ----------------

OUTCOME_1: KNOW "CORE OF INFO." ABOUT CAREER CHOICES          GRADE         21
CODE:          9 EXPECTED NO.          0 ACTUAL NO.        409

OUTCOME_2: IDENTIFY ACADEMIC/VOC. COURSES APPROPO TO CHOICE   GRADE         21
CODE:          6 EXPECTED NO.          0 ACTUAL NO.        624

OUTCOME_3: IDENTIFY INFO. ABOUT POST-HIGH TRAINING OPPs       GRADE         21
CODE:          6 EXPECTED NO.          0 ACTUAL NO.        571

OUTCOME_4:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT GROUP GUIDANCE SESSIONS	CODE: 1
ACTIVITY_2:	CONDUCT INDIVIDUAL GUIDANCE SESSIONS	CODE: [illegible]
ACTIVITY_3:	CONDUCT MULTI-CULTURAL PROGRAM	CODE: 12
ACTIVITY_4:	ORGANIZE PRESENTATIONS BY POST-SEC SPEAKERS	CODE: 12
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	24500	$	24479	$	-21
TRAVEL	$	500	$	521	$	21
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	25000	$	25000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: COUNSELOR OBSERVATION, COURSE SELECTION BEHAVIOR, ASSESSMENT TOOL

ACTUAL: SELF CHECK TOOLS, EVLAUATION FORMS, ASSES. TOOLS (ACT, PSAT, ASVA

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 11th and 12th GRADERS, N=UNSPECIFIED

ACTUAL: SAME--ALTHOUGH, OUT. 1=480, OUT. 2=716, OUT. 3=1093

DATA COLLECTED:

PLANNED: CAREER INFO, COURSE SELECTIONS, STANDARDIZED ASSESSMENT DATA

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: STUDENTS COMPLETING ALL ACTIVITIES, OUT1=71%, OUT2=87%, OUT=52%

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VEPD: 059 OREGON CITY SCHOOLS

PROJECT GOAL: All ninth-grade Oregon school district students will be assisted as they select and register in their high school programs.

GOAL JUSTIFICATION: At the present time many ninth-grade students lack the knowledge needed to select and register in high school programs.

PROGRAM NARRATIVE: The program was reviewed, revised and approved in October, 1988. The test was kept the same as in the previous year in order to cover all three phases of the student outcomes which were basically also kept the same.

The advisory council met and re-approved the program and test on November 14, 1988.

The high school guidance staff met in December, January, and February to discuss and prepare the presentation of materials using the Course handbook as a guide. Several new classes and options programs for vocational programs were discussed. A final plan was developed, dates were selected for orientation, and the presentations were made.

During March and April, the high school counselors, the middle school counselors, and the high school assistant principal discussed and planned the registration procedure. These plans were presented to the advisory council. The dates were selected and registration was completed. A handout covering the registration material and procedure was given to all students.

The tests were distributed to the middle schools in April and May. The students were tested and the material was processed. The results were computer scored and evaluated. The computer scoring provided much more indepth and useful information for evaluating the student knowledge. Available data from this method has allowed us to review results for each question and accurately identify our strong and weak areas of student preparation, information, and dissemination.

PROGRAM NARRATIVE: (Continued)

The material was gathered and compiled to be presented in the final June report.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                     |
| VEPD_CODE:        59     SCHL_NAME: OREGON CITY SCHOOLS             |
| BUDGET_AMT: $       5000                                            |
|_____________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: KNOW HOW TO SELECT APPROPO HIGH SCHOOL PROGRAM     GRADE         9
CODE:            6 EXPECTED NO.         280 ACTUAL NO.       67

OUTCOME_2: KNOW WHERE TO OBTAIN CAREER AND COLLEGE INFO.      GRADE         9
CODE:            6 EXPECTED NO.         280 ACTUAL NO.        0

OUTCOME_3: KNOW NUMBER/TYPES OF REQUIRED CREDITS FOR GRAD.    GRADE         9
CODE:            6 EXPECTED NO.         280 ACTUAL NO.        0

OUTCOME_4:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT OREINTATION/REGISTRATION PROGRAM	CODE:	1
ACTIVITY_2: ADMINISTER COMPUTERIAZED TEST	CODE:	8
ACTIVITY_3:	CODE:	0
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	976	$	976	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	1721	$	1721	$	0
SUPPLIES	$	2103	$	2103	$	0
CONTRACTS	$	200	$	200	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	5000	$	5000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN TEST, COMPUTERIAZED ANALYSIS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT REGISTRANTS, 9th GRADERS, N=280

ACTUAL: SAME--ALTHOUGH N=292

DATA COLLECTED:

PLANNED: RESPONSES TO TEST ITEMS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 70% ACCURACY SCORE ON TEST BY ALL STUDENTS

ACTUAL: 23% ACCURACY SCORE BY SAME

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VEPD: 060 SYLVANIA SCHOOL DISTRICT

PROJECT GOAL: Students, with the direction of the career-tech guidance counselors, will develop the ability to conduct comprehensive career guidance research activities and/or apply these findings to post-secondary education plans that are appropriate to their future goals.

GOAL JUSTIFICATION: Both Sylvania high schools have established first year career guidance resource centers. Guidance personnel are needed to instruct the students in the usage of these centers on a regular basis.

PROGRAM NARRATIVE:

1. The high school guidance counselors met in group sessions with the ninth graders to instruct them in the use of the career guidance resources available in the high school guidance resource centers (September to October, 1989).

2. The ninth graders and tenth graders from the study halls, the career decisions classes, independent living, personal finance and the off-campus school program scheduled individual and small group time in the guidance resource center to use the resource materials to complete occupational and career planning activities. Resource Centers were opened in October (October to May, 1989).

3. The ninth and tenth graders completed their own career planning research activities, and some randomly selected students completed an evaluation instrument identifying their knowledge of one career and information regarding one post-secondary educational institution (October, 1988 to May, 1989).

4. The ninth and tenth graders completed post-secondary educational planning research activities and some randomly selected students completed the evaluation instruments on their research results (October, 1988 to May, 1989).

5. The counselors at each high school, Sylvania Northview, and Sylvania Southview, assisted students in the career guidance resource centers throughout the year in all their career research activities (October, 1988 to May, 1989).

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                  OHIO GUIDANCE PROGRAM GRANT EVALUATION         page 1

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|                                                                          |
| VEPD_CODE:          60     SCHL_NAME: SYLVANIA CITY SCHOOLS             |
| BUDGET_AMT: $         5000                                               |
|                                                                          |
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                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: WRITE 4 CHARAC. OF 1 POST-SEC. EDUC. INSTITUTION   GRADE        19
CODE:           6 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_2: WRITE 4 CHARAC. OF 1 CAREER CHOICE                 GRADE        19
CODE:           6 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_3:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

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ACTIVITY_1: INSTRUCT STUDENTS ON USE OF CAREER RESOURCES      CODE:        1

ACTIVITY_2: CONDUCT INDIVIDUAL COUNSELING SESSIONS            CODE:        [illegible]

ACTIVITY_3: ASSIST STUDENTS IN CAREER RESEARCH ACTIVITIES     CODE:        3

ACTIVITY_4: ASSIST STUDENTS IN CAREER PLANNING ACTIVITIES     CODE:        3

ACTIVITY_5:                                                   CODE:        0

ACTIVITY_6:                                                   CODE:        0

ACTIVITY_7:                                                   CODE:        0

ACTIVITY_8:                                                   CODE:        0

ACTIVITY_9:                                                   CODE:        0
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|                                                                           |
|                                  BUDGET                                   |
|                                                                           |
|                         PLANNED          ACTUAL            DIFFERENCE      |
|                        ---------        --------          ------------     |
|          PERSONNEL  $       4900     $      4900     $               0     |
|          TRAVEL     $          0     $         0     $               0     |
|          EQUIPMENT  $          0     $         0     $               0     |
|          SUPPLIES   $        100     $       100     $               0     |
|          CONTRACTS  $          0     $         0     $               0     |
|          OTHER      $          0     $         0     $               0     |
|                                                                           |
|          TOTAL      $       5000     $      5000     $               0     |
|                                                                           |
|___________________________________________________________________________|
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EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN TEST

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL STUDENT PARTICIPANTS, ALL GRADES, N=2200

ACTUAL: RANDOM SAMPLE 9th/10th GRADERS, OUT1=30, OUT2=40, N=UNSPECIFIED

DATA COLLECTED:

PLANNED: TEST RESPONSES ON "CAREER SEARCH EVALUATION"

ACTUAL: SAME

CRITERIA USED:

PLANNED: 90% OF STUDENTS COMPLETE ACTIVITIES

ACTUAL: SAME

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VEPD: 061 TOLEDO PUBLIC SCHOOLS

PROJECT GOAL:

1. Identified seniors will demonstrate appropriate employment seeking skills.
2. Freshmen students will demonstrate knowledge of the Ohio Career Information System (O.C.I.S.).

GOAL JUSTIFICATION:

1. Activities have been inconsistent throughout the district. Employment seeking skills are included in C.O.E. and M.E. classes as part of the curriculum. Other seniors receive no employment seeking skills training before leaving high school.
2. Before the beginning of this project, O.C.I.S. was available only through guidance counselors. Freshmen had few, if any, opportunities to use O.C.I.S. as a career planning tool.

PROGRAM NARRATIVE:

1. IDENTIFIED SENIORS WILL DEMONSTRATE APPROPRIATE EMPLOYMENT SEEKING SKILLS. After completion of the employment skills project, participating seniors will demonstrate their knowledge of resume writing skills, job application procedure, and the interview process as evidenced by a score of 80 percent or better on a post-test.

   A fall meeting was held with the high school principals and the director of career education and guidance to review the purposes of the grant, the selection of students and dates, and the modifications of the grant for the year. The guidance directors who compose the advisory committee also met to review the project and the proposed changes.

   The counselor/coordinator then worked with each building individually to set up the program for that school with the assistant principal of instruction and the guidance department. Each school identified the seniors who would participate in the project. between 50 and 65 seniors per building were selected with the exact number depending on

PROGRAM NARRATIVE: (Continued)

the school's enrollment. Excluded from the program were students who were enrolled in specific programs in which these skills were already taught.

The schools participated in the workshops in groups of two or three depending on their enrollments. These workshops were held at Michael J. Owens Technical College, which donated the space as part of their involvement in and contribution to career education and guidance programs in the Toledo Public Schools.

The counselor/coordinator also made contact with Toledo Rotary Club's Vocational Committee to explain the project and their possible involvement in it. The club agreed to conduct the mock interview portion of each of the workshops. Over 20 Rotarians or personnel persons representing their companies participated in the workshop series.

Three sessions were held with the students prior to the mock interview portion of the program. The sessions dealt with: general employment seeking skills, labor market information, JOB FAIR 89, job applications and resumes. The application and resume sessions were conducted by the career education and guidance staff and several of the district's career decisions teachers.

A final wrap-up speaker was provided for each of the sessions. These speakers were local professionals who discussed their own career development and provided additional tips for students seeking employment in the local area.

The post-tests were administered at the conclusion of the workshop and were scored and tabulated by the office of evaluation. The evaluation summary was reviewed by the project staff and by the counselors on the advisory committee. Local personnel involved in the project were: Janet Flanigan and Mary Lou Smitley, who designed the format and organized the sessions; Nancy Michael, who evaluated the project; Corine Wooley, Tom Davis, Janet

PROGRAM NARRATIVE: (Continued)

Albright and Ellin Bick, who conducted individual sessions with Janet Flanigan and Mary Lou Smitley; and members and representatives of the Rotary Club of Toledo who conducted the mock interview sessions of the workshops. Building personnel (principals, assistant principals, guidance directors) and the director of career education and guidance were also involved.

The timeline for the project ran from September through April so that all of the schools would complete the workshop series prior to JOB FAIR 89. Many of the students who completed the employment seeking skills project also participated in JOB FAIR 89. Although these students could not be individually identified among the JOB FAIR participants, the employer evaluations indicated that this year's participants were more knowledgeable about employment skills and more serious about obtaining employment than students in previous years. Members of the employment seeking skills project staff also participated in JOB FAIR 89 and talked informally with individual students they recognized from the workshops concerning the project and its usefulness.

2. IDENTIFIED SENIORS WILL DEMONSTRATE KNOWLEDGE OF THE OHIO CAREER INFORMATION SYSTEM (OCIS). After completion of the career decisions project, the participating freshmen will demonstrate knowledge of the OCIS files and their contents, the occupational files contents and resources, the content and uses of the training files, and the financial aid file, as evidenced by a score of 80 percent or better on a post-test.

Beginning in September, each of the sites who received the equipment during last year's project were reviewed to assure proper operation of the equipment. After consultation with the director of computer education, the new equipment was ordered for the project's expansion. Locations for the

PROGRAM NARRATIVE: (Continued)

equipment were determined in cooperation with building personnel in each of the sites. The guidance directors on the advisory committee also reviewed the project.

Although the equipment arrived within a reasonable amount of time, the emulation boards needed to make the equipment operational with the Toledo Public Schools mainframe computer and the installation of the COAX cables took longer than expected. These items were delivered during the second semester.

In the fall, all ten career decisions instructors completed two half-day inservice programs on the Ohio Career Information System (OCIS) and were provided with hands-on opportunities. The OCIS staff from the Ohio Department of Education provided the inservice. Additional on-site assistance was available throughout the year from director of career education and guidance and the data processing department's data analyst. Updated OCIS materials were provided to the instructors throughout the year.

Six of the schools were able to implement the project during the fall semester because the equipment in those buildings was in place and operational. The remaining three schools received their equipment during the second semester.

Each career decisions instructor designed and utilized his/her own implementation strategies with the students. These strategies and any materials developed by the instructors will be reviewed and shared prior to the implementation of the 1989-90 project.

Students participated in both classroom instruction and hands-on activities with the Ohio Career Information System. They were introduced to the following files in depth: occupational file, 2-year college file, 4-year college file and financial aid file. During the last week of the second semester, students completed the post-test evaluation. These tests were scored and tabulated by the Office of Evaluation. An item analysis of those results is included in this final report.

PROGRAM NARRATIVE: (Continued)

During the implementation of the Career Decisions project, informal evaluation took place as the instructors observed the students working with the system and utilized their own activities that would acquaint them with the files and their contents. Each student was provided with opportunities to explore each of the files and completed worksheets designed to help them learn the features of those files.

The timeline for this project ran from September through June and included ninth graders enrolled in the Career Decisions classes.

Although the advisory committee met prior to the end of the year and reviewed the project's progress, the student evaluation results were not available at that time. These results will be shared with the committee and the instructors prior to the project's implementation in the fall of 1989.

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          OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                     |
| VEPD_CODE:         61     SCHL_NAME: TOLEDO CITY SCHOOLS            |
| BUDGET_AMT: $       25000                                           |
|_____________________________________________________________________|



                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: KNOW RESUME, JOB APPLICATION, AND INTERVIEW SKILLS GRADE        12
CODE:           12 EXPECTED NO.         468 ACTUAL NO.        351

OUTCOME_2: KNOW ABOUT OCIS, TRAINING, AND FINANCIAL FILES     GRADE         9
CODE:           12 EXPECTED NO.         562 ACTUAL NO.        422

OUTCOME_3:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT EMPLOYABILITY SKILLS SESSIONS CODE: 1

ACTIVITY_2: CONDUCT MOCK JOB INTERVIEW EXPERIENCES CODE: [illegible]

ACTIVITY_3: COORDINATE LOCAL SPEAKERS CODE: 12

ACTIVITY_4: CONDUCT "JOB FAIR 89" CODE: 12

ACTIVITY_5: PROVIDE INSERVICE TRAINING ON OCIS CODE: 9

ACTIVITY_6: PROVIDE STUDENT INSTRUCTION/EXPERIENCE ON OCIS CODE: 9

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 10367	$ 9883	$ -484
TRAVEL	$ 300	$ 300	$ 0
EQUIPMENT	$ 9419	$ 9496	$ 77
SUPPLIES	$ 4914	$ 5319	$ 405
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 25000	$ 24998	$ -2

EVALUATION PROCESS

PROCEDURES:

PLANNED: FORMAL EVALUATION INSTRUMENT (POST-TEST), INFORMAL OBSERVATIONS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, 12th=COMPLETE WORKSHOPS, 9th=COMPLETE PROJECT

ACTUAL: SAME--ALTHOUGH 12th=468, 9th=562

DATA COLLECTED:

PLANNED: EVALUATION RESULTS, COUNSELOR/TEACHER OBSERVATIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 80% ACCURACY FOR ALL PARTICIPANTS IN BOTH GRADES

ACTUAL: 75% ACCURACY FOR 12th GRADERS, 77% ACCURACY FOR 9th GRADERS

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VEPD: 064 YOUNGSTOWN CITY SCHOOLS

PROJECT GOAL: Working with senior students to better prepare them for job placement opportunities.

GOAL JUSTIFICATION: To help deal with high unemployment in the Youngstown area and to continue the working relationship with the Ohio Bureau of Employment Services (OBES).

PROGRAM NARRATIVE:

1.1 Students will be given a test in completing job applications, writing a resume, and going through "mock interviews."

1.2 The Ohio Bureau of Employment Services (OBES) will be contacted to help strengthen areas which were found to be deficient through the "mock interviews."

1.3 Prior to early job placement, seniors will be given a test on filling out job applications, writing a resume, and going through "mock interviews."

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                  OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                           |
| VEPD_CODE:          64     SCHL_NAME: YOUNGSTOWN CITY SCH/CHOFN          |
| BUDGET_AMT: $        10000                                                |
|___________________________________________________________________________|



                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: X-COMPLETE A JOB APPLICATION SUCCESSFULLY         GRADE         12
CODE:         12 EXPECTED NO.        350 ACTUAL NO.           0

OUTCOME_2: PREPARE A RESUME SUCCESSFULLY                     GRADE         12
CODE:         12 EXPECTED NO.        350 ACTUAL NO.         247

OUTCOME_3: X-LEARN JOB INTERVIEW SKILLS                      GRADE         12
CODE:         12 EXPECTED NO.        350 ACTUAL NO.           0

OUTCOME_4:                                                   GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_5:                                                   GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_6:                                                   GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_7:                                                   GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_8:                                                   GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_9:                                                   GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT GROUP GUIDANCE SESSION ON RESUME WRITING CODE: 1
ACTIVITY_2: X-JOB APPLICATION EXERCISES DID NOT HAPPEN CODE: [illegible]
ACTIVITY_3: MOCK JOB INTERVIEWING EXERCISES DID NOT HAPPEN CODE: 4
ACTIVITY_4: CODE: 0
ACTIVITY_5: CODE: 0
ACTIVITY_6: CODE: 0
ACTIVITY_7: CODE: 0
ACTIVITY_8: CODE: 0
ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 10000	$ 9465	$ -535
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 9465	$ -535

PROCEDURES:

PLANNED: PRE- AND POST-TEST, COMPLETED ASSIGNMENTS

ACTUAL: EVALUATE COMPLETED STUDENT RESUMES

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 12th GRADERS, N=350

ACTUAL: SAME--ALTHOUGH, N=272

DATA COLLECTED:

PLANNED: PRE- AND POST-TEST SCORES, COUNSLEOR EVLAUTIONS OF PRODUCTS

ACTUAL: EVALUATIONS OF COMPLETED RESUMES

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 066 MEDINA COUNTY JOINT VOCATIONAL SCHOOL

PROJECT GOAL: To acquaint 85 percent of the seventh graders in the VEPD with the career training available locally through a video and to have each complete an interest inventory that will relate their interests to MCVC programs. The goal is lower this year than last because one school will not participate.

GOAL JUSTIFICATION: Lack of career and interest investigation at this grade level continues to necessitate the inclusion of this activity.

PROGRAM NARRATIVE: From August through January, the new seventh-grade video and interest survey were produced by the project coordinator. In February and March, a counselor presented the program and activity at the home schools.

From August to October, a counselor and the project coordinator prepared the handouts, trained vocational center students to serve as tour guides, scheduled the tours, and mailed brochures to each eighth-grader's home. From October through March, one school toured each month and completed the questionnaire at the conclusion of the tour.

From August through June, the project coordinator prepared all materials, presented the school video in group sessions, coordinated the visitation, open house, and registration for classes. This is an ongoing series of events that really never ends because sharing of career information is a daily activity.

The purpose of this entire program is to continually supply students and parents with career information that they are not receiving from any other source.

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               OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                             |
| VE D_CODE:          66      SCHL_NAME: MEDINA COUNTY JVS                    |
| BUDGET_AMT: $        15000                                                  |
|_____________________________________________________________________________|



                             STUDENT OUTCOMES
                             ----------------

OUTCOME_1: SELECT INTERESTS AND RELATE TO CAREER AREAS AT JVS GRADE          7
CODE:          6 EXPECTED NO.       1111 ACTUAL NO.        1177

OUTCOME_2: NAME A VOC. ED. PROG. AND 3 ASSOCIATED SKILLS      GRADE          8
CODE:          6 EXPECTED NO.       1082 ACTUAL NO.         493

OUTCOME_3: PARTICIPATE IN PRE-EROLLMENT ACTIVITIES AT JVS     GRADE         10
CODE:          3 EXPECTED NO.       1248 ACTUAL NO.         433

OUTCOME_4:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_5:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_6:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_7:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_8:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_9:                                                    GRADE          0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.           0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT GROUP ORIENTATION SESSIONS CODE: 6

ACTIVITY_2: CONDUCT TOUR OF JVS CODE:

ACTIVITY_3: CONDUCT PRE-ENROLLMENT ACTIVITIES CODE: 6

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 5000	$ 5499	$ 499
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 10000	$ 9501	$ -499
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 15000	$ 15000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST-TESTING, COUNSELOR/TEACHER OBSERVATION, SELF REPORT

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, 7th=1111, 8th=1082, 10th=1248

ACTUAL: SAME--ALTHOUGH, 7th=1385, 8th=1070, 10th=1240

DATA COLLECTED:

PLANNED: TEST RESULTS, SELF EVALUATIONS, PARTICIPATION FIGURES

ACTUAL: SAME

CRITERIA USED:

PLANNED: PERCENT COMPLETED ACTIVITIES, OUT1=85%, OUT2=80%, OUT3=85%

ACTUAL: PERCENT COMPLETED ACTIVITIES, OUT1=85%, OUT2=65%, OUT3=27%

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VEPD: 069 UPPER VALLEY JVS

PROJECT GOAL: Sophomores will know that certain combinations of (their) interests and (learned) vocational skills will relate to specific areas of entry-level employment and/or post high school education.

GOAL JUSTIFICATION: The goal was selected because sophomores' career planning and decision making ("sorting through the choices") is "only adequate." We want to present more specific "if you choose this...then you can do that" information.

PROGRAM NARRATIVE:

1. Students viewed the STUDENT ENROLLMENT ORIENTATION SLIDE SHOW in conjunction with an explanation of (how to use) the STUDENT ENROLLMENT INFORMATION BOOKLET...to learn about career planning, vocational programs, skills taught at the JVS, job placement opportunities, and post high school educational options.

2. Using the "open-book" test plan, each sophomore answered questions that connected job training to work related activities (...e.g., "if you choose this....then you can do that.")

3. New students "signed up" for the 1989-90 school year, and chose one of the programs they studied (see #1 and #2 above) and visited on EXPLORE CAREERS DAY.

   Students who signed up for a program they did not visit indicated that they "already knew" what they wanted to take at the JVS and (thus) selected (some) other vocational programs to "see what they were like."

4. Most teachers prepared enrollment information to show the relationship between interest and skills and job satisfaction and employment.

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                    OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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 |                                                                        |
 | VEPD_CODE:          69     SCHL_NAME: UPPER VALLEY JVS                 |
 | BUDGET_AMT: $        15000                                             |
 |________________________________________________________________________|


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: MATCH INTERESTS/ABILITTIES WITH JVS PROG. WITH JOB GRADE        10
CODE:            6 EXPECTED NO.         1500 ACTUAL NO.        1018


OUTCOME_2:                                                    GRADE         0
CODE:            0 EXPECTED NO.            0 ACTUAL NO.           0


OUTCOME_3:                                                    GRADE         0
CODE:            0 EXPECTED NO.            0 ACTUAL NO.           0


OUTCOME_4:                                                    GRADE         0
CODE:            0 EXPECTED NO.            0 ACTUAL NO.           0


OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.            0 ACTUAL NO.           0


OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.            0 ACTUAL NO.           0


OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.            0 ACTUAL NO.           0


OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.            0 ACTUAL NO.           0


OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.            0 ACTUAL NO.           0
```

PROGRAM ACTIVITIES

CTIVITY_1: CONDUCT ORIENTATION PROGRAM	CODE:	1
CTIVITY_2: CONDUCT VISITATION "EXPLORE CAREER DAYS"	CODE:	6
CTIVITY_3: ADMINISTER STUDENT INTERESRT SURVEYS	CODE:	8
CTIVITY_4:	CODE:	0
CTIVITY_5:	CODE:	0
CTIVITY_6:	CODE:	0
CTIVITY_7:	CODE:	0
CTIVITY_8:	CODE:	0
CTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 9750	$ 9750	$ 0
TRAVEL	$ 400	$ 400	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 4850	$ 4850	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 15000	$ 15000	$ 0

PROCEDURES:

PLANNED: PRE- AND POST-EVALUATION ON RESPONSES IN STUDENT INTEREST SURVEY

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL SOPHOMORES, N=1500

ACTUAL: SAME--ALTHOUGH N=1184

DATA COLLECTED:

PLANNED: APPROPO MATCH BETWEEN VISIT CHOICE AND INTEREST SURVEY RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% OF PARTICIPANTS ACHIEVE 90% ACCURACY ON MATCH

ACTUAL: 86% OF SAME

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VEPD: 070 SWITZERLAND OF OHIO LOCAL SCHOOL DISTRICT

PROJECT GOAL: Students will be able to correctly identify at least two options for achieving their goal after high school from their stated career interest.

GOAL OBJECTIVE: Since the first two years of this grant dealt with career exploration, based on a computerized interest survey, this year seniors should be able to access information about postsecondary options for completing their plans.

PROGRAM NARRATIVE: During the 1988-89 school year, all senior students were able to become familiar with the resources in the career center because of a group orientation that took place during the months of November and December.

Each student was given a list of resources that were available to them, through the use of information collected by the purchase of reference material and computer information. Luckily, the use of an O.C.I.S. computer terminal was made available by our school district with the help of the Monroe, Noble, and Washington Career Education Program. Thus each student was made aware of the information to be found on that system in the area of occupational information.

The students could then use the information corresponding to their C.O.I.N. sheet from the junior year, and correlate that to O.C.I.S. information and to other sources of information that would aid them in obtaining data pertinent to their career interest. These activities took place over the next four months with the help of a volunteer aide. Each vocational class was brought "through" the career center, with a test given to each class at the conclusion of the activity, to see if they could correctly identify and use the resource information made available to them.

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                    OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                             |
| VEPD_CODE:        70     SCHL_NAME: SWITZERLAND OF OHIO LSD                |
| BUDGET_AMT: $       5000                                                    |
|_____________________________________________________________________________|


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: IDENTIFY 1 OPTION FOR ACHIEVING CAREER INTEREST    GRADE          12
CODE:            9 EXPECTED NO.        197 ACTUAL NO.        161

OUTCOME_2:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT STAFF INSERVICE ON ORIENTATION PROGRAM	CODE: 11
ACTIVITY_2:	CONDUCT GROUP ORIENTATION PROGRAM	CODE: 1
ACTIVITY_3:	CONDUCT GROUP EXPLORATION ACTIVITIES	CODE: 6
ACTIVITY_4:		CODE: 0
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 3000	$ 3000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 1000	$ 782	$ -218
SUPPLIES	$ 1000	$ 1216	$ 216
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 4998	$ -2

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN TEST TO IDENTIFY CAREER RESOURCE KNOWLEDGE

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 12th GRADERS, N=197

ACTUAL: SAME--ALTHOUGH, N=195

DATA COLLECTED:

PLANNED: RESPONSES ON CAREER CENTER RESOURCE KNOWLEDGE

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% OF STUDENTS WILL ACHIEVE 70% ACCURACY ON TEST

ACTUAL: 82% OF SAME

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VEPD: 071 DAYTON CITY SCHOOLS

PROJECT GOAL: Ninth-grade students will choose a high school program based on the results of their vocational assessment and on their career planning experiences with the Ohio Career Information System.

GOAL JUSTIFICATION: Student responses on the evaluation form, the analysis of the counselors who participated in the assessment process, and the recommendations of the advisory committee, indicate a need to expand the vocational assessment process to include not only the microcomputer evaluation, screening and assessment career analysis, but also an additional component which can provide students with post-secondary eduction and career planning information. This need can be met by the Ohio Career Information System. (Technical hurdles prevented the OCIS from being on-line until second semester of the 87-88 school year. Installation of a terminal in the assessment center itself has been delayed because of a shift in enrollment has forced the center to be relocated.)

While 470 ninth graders received the benefits of a career assessment, limited resources prevented the other 1400 students from having access to the service. This year's grant will be used to expand and improve the effort by purchasing supplies, equipment, and personnel to serve at least 700 students.

PROGRAM NARRATIVE: The intent of the 1988-89 grant was to extend and improve the career assessment process for the ninth-grade population in the district by increasing from 470 to 700 the number of students evaluated through the microcomputer evaluation and screening assessment. And, the funds were to be used to help provide the services of the Ohio Career Information System to these students.

The assessment concept was presented to the ninth graders in two high schools and one alternative high school learning center, approximately 700 students. An unanticipated change in the location of the assessment center slightly altered the plan. As a result, 212 students received the

PROGRAM NARRATIVE: (CONTINUED)

total MESA package. The evaluation staff used the more abbreviated Apticom screening tool to test approximately 500 prospective ninth graders. The new location of the center was not conducive to immediate installation of the OCIS; and those services were confined to what could be provided by the individual counseling staffs of the student's home schools.

The grant funds provided for the salary of a paraprofessional who helped in managing in-take, assisting in assessing, and arranging parent conferences. Additional MESA software and testing equipment was also provided. Supplies to operate the center were purchased.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                            |
| VEPD_CODE:         71     SCHL_NAME: DAYTON CITY SCHOOLS                  |
| BUDGET_AMT: $       20000                                                  |
|                                                                            |
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                             STUDENT OUTCOMES
                             ----------------

OUTCOME_1: MATCH 2 H.S. PROGs APPROPO WITH VOC. ASSESS. RESUL GRADE        9
CODE:          6 EXPECTED NO.        700 ACTUAL NO.        164

OUTCOME_2: USE ASSESS. RESULTS TO CHOOSE 10th GRADE COURSES   GRADE        9
CODE:          3 EXPECTED NO.        700 ACTUAL NO.        154

OUTCOME_3:                                                    GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE        0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	PROVIDE "MICROCOMPUTER EVAL., SCREEN., ASSESS."	CODE:	8
ACTIVITY_2:	CONDUCT STAFF INSERVICE ON "MESA" ANALYSIS SYSTEM	CODE:	11
ACTIVITY_3:	CONDUCT CAREER ASSESSMENT CONFERENCES	CODE:	3
ACTIVITY_4:		CODE:	0
ACTIVITY_5:		CODE:	0
ACTIVITY_6:		CODE:	0
ACTIVITY_7:		CODE:	0
ACTIVITY_8:		CODE:	0
ACTIVITY_9:		CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 11432	$ 10947	$ -485
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 6068	$ 6167	$ 99
SUPPLIES	$ 2500	$ 2501	$ 1
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 20000	$ 19615	$ -385

EVALUATION PROCESS

PROCEDURES:

PLANNED: 20% SAMPLE OF TOTAL POPULATION COMPLETES EVAL. QUESTIONNAIRE

ACTUAL: 50% SAMPLE OF ONE HIGH SCHOOL

WHO EVALUATED:

PLANNED: SAMPLE OF ALL 9th GRADERS, N=140 OF 700

ACTUAL: SAMPLE OF 9th GRADERS IN ONE HIGH SCHOOL, N=40 OF 80

DATA COLLECTED:

PLANNED: NOT DESCRIBED

ACTUAL: SELF-REPORTED EVALUATIONS OF ASSESS. USEFULNESS

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: 77.5% OF SAMPLE COMPLETED 100% OF REQUIREMENTS

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VEPD: 072 MAD RIVER LOCAL SCHOOL

PROJECT GOAL: Students will learn decision-making skills and will use those skills to assess their interests, values, ~~and~~ aptitudes to determine a career direction after completing a computer self-study on careers.

GOAL JUSTIFICATION: During the previous years of the grant, students expressed feelings of confusion when trying to decide what career direction and/or career options (vocational, college prep, or general) they should pursue during and after high school.

PROGRAM NARRATIVE: All tenth graders in the basic sentence combining English class participated in a counselor-lead three-day workshop on decision-making skills and how to correctly assess your interests, values, and abilities. A pre-test and post-test on decision-making skills was administered. The workshop was presented to 6 classes each semester (October & March) with a total of slightly over 200 students participating. The English staff monitored the workshop and used some of the "decision-making" text in follow-up English exercises after the workshop. The filmstrip, "How to Make Good Decision"; the scriptographic booklet, "About Decision Making"; and other supplemental materials were used in the workshop with each student receiving a scriptographic booklet.

Each student participated in an individual computer self-study between the workshop and the end of the semester class (October to January and March to May). Information taken from interest, values, and ability surveys was entered into the computer using ACT's "Discovery" software and a career search was conducted for each student. At the end of each semester in each class, students wrote a final paper using their career search printout to determine an appropriate career choice or direction. The vocational counselor then analyzed their career choices against the appropriateness as measured by the "Discovery" program to judge whether students were making realistic or unrealistic choices.

PROGRAM NARRATIVE: (Continued)	In the parallel program, the vocational counselor purchased and set-up the software and hardware for the computer self-study using the CDM (Career Decision Making) system published by AGS and run on an Apple computer. Unfortunately the system was not operational in time to do the mini-study of 50 Sophomores not in the basic sentence combining class.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                      |
| VEPD_CODE:         72     SCHL_NAME: MAD RIVER LOCAL SCHOOLS         |
| BUDGET_AMT: $       5000                                             |
|                                                                      |
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                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: INCREASE KNOWLEDGE OF DECISION MAKING SKILLS      GRADE        10
CODE:           3 EXPECTED NO.        220 ACTUAL NO.         0

OUTCOME_2: MATCH CAREER CHOICE WITH ASSESSMENT RESULTS       GRADE        10
CODE:           3 EXPECTED NO.        203 ACTUAL NO.       102

OUTCOME_3:                                                   GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                   GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                   GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                   GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                   GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                   GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                   GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

CTIVITY_1: CONDUCT DECISION MAKING WORKSHOP FOR STUDENTS CODE: 5

CTIVITY_2: COORDINATE INDIVIDUAL COMPUTER SELF-STUDY CODE: 8

CTIVITY_3: MANAGE COMPUTER ENTRY OF ASSESSMENT DATA CODE: 8

CTIVITY_4: CODE: 0

CTIVITY_5: CODE: 0

CTIVITY_6: CODE: 0

CTIVITY_7: CODE: 0

CTIVITY_8: CODE: 0

CTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 3700	$ 4040	$ 340
TRAVEL	$ 30	$ 29	$ -1
EQUIPMENT	$ 500	$ 573	$ 73
SUPPLIES	$ 770	$ 358	$ -412
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST TEST OF DECISION MAKING SKILLS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 10th GRADERS IN "BASIC SNETENCE COMBINING" CLASSES, N=220

ACTUAL: SAME--ALTHOUGH, N=163

DATA COLLECTED:

PLANNED: DECISION MAKING KNOWLEDGE, CAREER CHOICE CONGRUENCE

ACTUAL: SAME

CRITERIA USED:

PLANNED: 20% INCREASE ON KNOWLEDGE BY ALL, 100% ACCURACY ON CHOICE BY 75%

ACTUAL: 6.5% INCREASE ON KNOWLEDGE BY ALL, 100% ACC. ON CHOICE BY 62.5%

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VEPD: 073 MONTGOMERY COUNTY JOINT VOCATIONAL SCHOOL DISTRICT

PROJECT GOAL:	Two thousand students will be able to match their interests and skills with vocational areas explained in the video.
GOAL JUSTIFICATION:	Eighth-grade students are unaware of training opportunities in high school and where to get the training.
PROGRAM NARRATIVE:	All six counselors, Alan Beach, Becky Bowers, Emily Esau, Shirlee Hara, Rodney Houston, and Bob Kamerer, made presentations to our member schools during the 1988-89 school year. Each session began with the video presentation followed by the use of the worksheet, "career choice process" in conjunction with the Career Planning Guide. Each student worked through the career choice process with the results listed in a compilation of student outcomes. One page of the "career choice process" was removed and kept by the student for discussion with their parents, and one copy was kept by MCJVS counselors to tally data for this project.

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                   OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                          |
| VEPD_CODE:        73     SCHL_NAME: MONTGOMERY COUNTY JVSD               |
| BUDGET_AMT: $      30000                                                 |
|__________________________________________________________________________|


                             STUDENT OUTCOMES
                             ----------------

OUTCOME_1: IDENTIFY 2 CAREER AREAS OF INTEREST               GRADE        8
CODE:          6 EXPECTED NO.      1700 ACTUAL NO.      2769

OUTCOME_2: IDENTIFY 2 BEST ACADEMIC SKILLS                   GRADE        8
CODE:          6 EXPECTED NO.      1700 ACTUAL NO.      1779

OUTCOME_3: KNOW HOW TO USE CAREER PLANNING GUIDE             GRADE        8
CODE:          6 EXPECTED NO.      2000 ACTUAL NO.      2894

OUTCOME_4: MATCH INTERESTS WITH ACADEMIC SKILLS              GRADE        8
CODE:          6 EXPECTED NO.      1100 ACTUAL NO.      1354

OUTCOME_5: IDENTIFY ACTIVITIES THEY DO BEST                  GRADE        8
CODE:          6 EXPECTED NO.      1500 ACTUAL NO.      2548

OUTCOME_6:                                                   GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_7:                                                   GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_8:                                                   GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_9:                                                   GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT CAREER WORKSHOP ON "CAREER CHOICE PROCESS" CODE: [illegible]

ACTIVITY_2: CODE: 0

ACTIVITY_3: CODE: 0

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 30000	$ 30000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 30000	$ 30000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: EVALUATE POST-WORKSHOP WORKSHEET

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 8th GRADERS, N=2000

ACTUAL: SAME--ALTHOUGH, N=2899

DATA COLLECTED:

PLANNED: CAREER WORKSHEET RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: N PARTICIPANTS, OUT1=85%, OUT2=85%, OUT3=100%, OUT4=55%, OUT5=75%

ACTUAL: SAME--ALTHOUGH, OUT1=95%, OUT2=61%, OUT3= 99%, OUT4=47%, OUT5=88%

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VEPD: 074 **MORGAN LOCAL SCHOOL DISTRICT**

PROJECT GOAL: Based on individual choices, most eleventh- and twelfth-grade students will explore and use the OCIS system to investigate at least two career choices and discuss these choices with the counselor.

GOAL JUSTIFICATION: Technology has now given us the Ohio Career Information System which is a means by which our students from a small rural community can receive vast amounts of information in an easily understandable format on careers.

PROGRAM NARRATIVE: Area of Emphasis #1:

Junior and senior students were exposed to and/or utilized the OCIS computer system to explore various career information. This was an ongoing project, but equipment problems limited the number of students who were able to use the program.

Area of Emphasis #2:

This component had two outcomes. The first outcome was to encourage teachers to make monthly career presentations in their classrooms. The counselor met with each department and helped to choose appropriate materials for each area. Supplies were purchased for use in the classrooms. The coordinator found this component very difficult to monitor, but feels that the materials purchased will offer valuable information to the students in years to come.

The second outcome had to do with the career day that was held on November 22nd, 1988. This was a tremendous success as viewed by all participants. All students at Morgan High chose seven career options and then the counselors searched and found speakers in each of those careers. In all there were approximately 100 presenters that attended and presented on this day.

Also, John Gunther and Archie Griffin attended and spoke to all the students concerning motivation

PROGRAM
NARRATIVE:
(Continued)

and not giving up on their dreams. Both speakers were rated as being extremely effective and presenting a valuable lesson.

Area of Emphasis #3

The counselor produced a booklet "Going to College." It was developed in September and October. The booklet was distributed in November to all junior and senior students. Mr. Jenkins, counselor, utilized the booklet throughout the remainder of the year as a guide when discussing different aspects of going to college/tech school with both students sand parents. The counselors felt that this was a valuable guidance tool and the students who completed the evaluations in May indicated that the information contained in the booklet had proven very valuable to them.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                     |
| VEPD_CODE:        74     SCHL_NAME: MORGAN LOCAL SCHOOLS           |
| BUDGET_AMT: $       5000                                            |
|_____________________________________________________________________|


                        STUDENT OUTCOMES
                        ----------------

OUTCOME_1: LEARN HOW AND WHERE TOLOCATE INFO ON THE OCIS SYS. GRADE        21
CODE:            6 EXPECTED NO.        370 ACTUAL NO.          57

OUTCOME_2: AWARE OF VARIETY OF CAREER OPPs IN DIFF. SCH. SUBJ GRADE        88
CODE:            6 EXPECTED NO.        800 ACTUAL NO.         413

OUTCOME_3: EXPOSURE TO A VARIETY OF COLLEG AND CAREER OPPs    GRADE        88
CODE:            6 EXPECTED NO.        800 ACTUAL NO.         774

OUTCOME_4: GAIN INFORMATION ON "GOING TO COLLEGE"             GRADE        21
CODE:            6 EXPECTED NO.        370 ACTUAL NO.          57

OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0
```

PROGRAM ACTIVITIES

ACTIVITY_1: DEMONSTRATE OCIS SYSTEM	CODE:	9
ACTIVITY_2: CONDUCT INSERVICE FOR TEACHERS TO PROMOTE CAREERS	CODE:	11
ACTIVITY_3: CONDUCT "CAREER DAY EXTRAVAGANZA"	CODE:	12
ACTIVITY_4: COORDINATE SPECIAL SPEAKERS	CODE:	12
ACTIVITY_5: PRODUCE "GOING TO COLLEGE" BOOKLET	CODE:	2
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	250	$	250	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	2650	$	2650	$	0
CONTRACTS	$	2100	$	2100	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	5000	$	5000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: STUDENT/TEACHER/CONSULTANT EVAL., STUDENT QUEST., PARENT QUEST.

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, OUT1=350, OUT2=800, OUT3=800, OUT4=350

ACTUAL: SAME--ALTHOUGH, OUT1= 57, OUT2=413, OUT3=774, OUT4= 57

DATA COLLECTED:

PLANNED: NOT DESCRIBED

ACTUAL: SELF-REPORTED SYUDENT EVALUATIONS OF ACTIVITY USEFULNESS

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: SUCCESS EVAL. OUTCOME, OUT1=91%, OUT2=84%, OUT3=89%, OUT4=80%

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VEPD: 075 MID-EAST OHIO JVS

PROJECT GOAL: Students, after completing a career group guidance program, will know three areas of interest, and will correctly relate these interest areas with future careers selected by the student as measured by the career center survey.

GOAL JUSTIFICATION: The home school counselors expressed a need for assistance with the career group guidance programs at the ninth grade level. It was expressed that several sessions of career information classes including an interest survey would be of great assistance.

PROGRAM NARRATIVE: The third year of the grant program will be a continuation of the second year, except that the target population will be reduced from the original 2,030 students enrolled in the ninth grade. The project is designed to enhance the students' understanding of their personal goals and values concerning career choice. Counselors from four schools will each conduct five group counseling sessions with ninth-grade students. The first session took place in March, and introduced the students to the OOH, DOT, and Chronicle Guidance Series. The students also viewed a slide presentation of careers. The second session in March explored careers using the DOT, OOH, and Career Chronicle series. The third session in April overviewed the OIS and how it was to be used. The fifth session in April involved interpreting the OIS and completing the MPCC survey form of OIS Career Interest, Personal Career Interest, and worker trait selection.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                           |
| VEPD_CODE:          75     SCHL_NAME: MID-EAST OHIO JVS                  |
| BUDGET_AMT: $        20000                                                |
|___________________________________________________________________________|


                         STUDENT OUTCOMES
                         ----------------

OUTCOME_1: MATCH 3 INTERESTS WITH 3 POSSIBLE CAREERS         GRADE          9
CODE:           6 EXPECTED NO.           0 ACTUAL NO.        176

OUTCOME_2:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER OHIO INTEREST SURVEY	CODE:	8
ACTIVITY_2: CONDUCT GROUP GUIDANCE SESSIONS	CODE:	1
ACTIVITY_3:	CODE:	0
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 18000	$ 18000	$ 0
TRAVEL	$ 800	$ 397	$ -403
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 500	$ 506	$ 6
CONTRACTS	$ 700	$ 324	$ -376
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 20000	$ 19227	$ -773

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST-TEST

ACTUAL: PRE- AND POST-TEST, COUNSELOR OBSERVATIONS, COMPLETION OF TASKS

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 9th GRADERS, N=UNSPECIFIED

ACTUAL: SAME--ALTHOUGH N=264

DATA COLLECTED:

PLANNED: MATCHED TEST SCORES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: 67% ATTAIN BENCHMARK OF 3 MATCHES

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VEPD: 077 **PIKE COUNTY JOINT VOCATIONAL SCHOOL**

PROJECT GOAL: Students will gain understanding and knowledge about obtaining and sustaining employment in order to be better prepared for job selection and success.

GOAL JUSTIFICATION: Pike County has historically had double-digit unemployment. It is hoped, as a result of activities related to this goal, students will be better prepared to enter the workforce upon graduation.

PROGRAM NARRATIVE: As stated in the written proposal, the basic purpose of the program was to provide instruction to J.V.S. seniors in the area of job preparation skills so that they could be better prepared to obtain and sustain employment after graduation.

In September, an advisory committee consisting of J.V.S. and home school personnel met to discuss plans for the employability skills training. It was noted that the director of guidance and the job placement coordinator at the J.V.S. would coordinate the program and the curriculum for the instructors.

The classes actually started in October. Six groups of students were involved in the program. Each group of between 20 and 25 rotated approximately every two weeks to a different instructor who taught various sections of the curriculum. The areas covered included: places to look for job openings, resume writing, letters of application and thank-you letters, the interview, dressing for success, what the employer expects, getting along on the job and how to change jobs properly.

The classes met for a total of 26 weeks. As a major part of the overall experience, during the month of March, a Job Fair was conducted at the J.V.S. This was scheduled with the help of the Southern Ohio Northern Kentucky Labor/Management Council. Twenty-six employers from the area came to the school on March 21, and held mini-sessions with the seniors to discuss job seeking skills

PROGRAM NARRATIVE: (Continued)

as well as employment possibilities in the area. As part of the work in the classes, the students had prepared a useable job resume to present to each of the employers.

During the last week of the employability skills classes, the evaluation instrument was administered to each of the classes. It was decided that to be considered worthwhile that the seniors taking the test would be able to answer 70 percent of the items correctly.

At the final advisory committee meeting, the results of the survey were discussed and suggestions made concerning activities for the next school year.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION         page 1

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|                                                                          |
| VEPD_CODE:          77     SCHL_NAME: PIKE COUNTY JVS                    |
| BUDGET_AMT: $        5000                                                |
|__________________________________________________________________________|



                             STUDENT OUTCOMES
                             ----------------

OUTCOME_1: KNOW EMPLOYABILITY SKILLS                          GRADE        12
CODE:          12 EXPECTED NO.        140 ACTUAL NO.         66

OUTCOME_2: ABILITY TO COMPLETE JOB APPLICATION AND RESUME     GRADE        12
CODE:          12 EXPECTED NO.        200 ACTUAL NO.         92

OUTCOME_3:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT EMPLOYABILITY SKILLS SESSIONS CODE:

ACTIVITY_2: CCOORDINATE A "JOB fAIR" CODE: 12

ACTIVITY_3: CODE: 0

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	4750	$	4750	$	0
TRAVEL	$	250	$	0	$	-250
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	5000	$	4750	$	-250

PROCEDURES:

PLANNED: POST-TEST OF SKILLS AND EVALUATION OF PRODUCTS(RESUME/JOB APP.)

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, OUT1=140, OUT2=200

ACTUAL: SAME--ALTHOUGH, OUT1= 92, OUT2= 92

DATA COLLECTED:

PLANNED: TEST RESPONSES ON EMPLOYABILITY SKILLS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 70% OF SENIORS ACHIEVE 70% ACCURACY ON TEST

ACTUAL: 66% OF SAME

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VEPD: 078 MAPLEWOOD AREA JOINT VOCATIONAL SCHOOL

PROJECT GOAL: Ninth-grade students will continue to develop self-assessment skills to aid in making informed career and vocational decisions and curriculum choices.

GOAL JUSTIFICATION: Counselors, students, and teachers agreed that this year's interest and aptitude testing filled a vital gap in student career decision-making information. Our evaluation results also indicated a need for students to have more valid information.

PROGRAM NARRATIVE: Through the use of interest and aptitude testing, students were given a better self-understanding in order to make more informed curriculum and career choices. One thousand two hundred and fifty-two ninth-grade students from the VEPD were given the COPS and CAPS tests in November, 1988. With the aid of guidance counselors in February, 1989, the results were interpreted to the students who were then able to apply this information to course selection for their sophomore year.

Tenth grade students within the VEPD who had completed interest and aptitude testing as ninth graders, were reminded of their interest and aptitude test results and asked in October, 1988, to relate their test results to possible vocational program choices. Those sophomores interested in vocational education were presented a career guidance program in May, 1989, including factors relating to the current job market. Eleventh-grade students who had received interest and aptitude testing in the ninth grade were tested to see their progress in the vocational field of their choice.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                          |
| VEPD_CODE:         78     SCHL_NAME: MAPLEWOOD AREA JVS                 |
| BUDGET_AMT: $       15000                                                |
|                                                                          |
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                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: LIST 3 MAJOR AREAS OF CAREER INEREST              GRADE          9
CODE:             8 EXPECTED NO.       1100 ACTUAL NO.        1229

OUTCOME_2: LIST 3 MAJOR AREAS OF CAREER APTITUDE             GRADE          9
CODE:             8 EXPECTED NO.       1100 ACTUAL NO.        1078

OUTCOME_3: SELECT 3 COURSES APPROPO TO INTERESTS/APTITUDES    GRADE          9
CODE:             6 EXPECTED NO.       1100 ACTUAL NO.        1064

OUTCOME_4: KNOW 5 VOC. ED. PROGs RELATED TO CAREER INTERESTS  GRADE         10
CODE:             6 EXPECTED NO.       1100 ACTUAL NO.         572

OUTCOME_5: KNOW 5 VOC. ED. PROGs RELATED TO CAREER APTITUDES  GRADE         10
CODE:             6 EXPECTED NO.       1100 ACTUAL NO.         518

OUTCOME_6: SELECT 5 FACTORS INFLUENCING JOB MARKET            GRADE         10
CODE:             8 EXPECTED NO.       1100 ACTUAL NO.         125

OUTCOME_7: KNOW PERCENTILE RANKING IN STATE ON VOC. SKILLS    GRADE         11
CODE:             4 EXPECTED NO.        350 ACTUAL NO.         244

OUTCOME_8:                                                    GRADE          0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_9:                                                    GRADE          0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.           0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER CAREER INTEREST/APTITUDE SURVEYS CODE: [illegible]

ACTIVITY_2: CONDUCT GROUP SURVEY INTERPRETATION SESSIONS CODE: [illegible]

ACTIVITY_3: CONDUCT CAREER ORIENTATION PROGRAM CODE: 12

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 200	$ 41	$ -159
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 9720	$ 9486	$ -234
CONTRACTS	$ 5080	$ 4924	$ -156
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 15000	$ 14451	$ -549

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TESTS ON KNOWLEDGE OUTCOMES, EVAL. OF CHOICE BEHAVIOR

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, OUT1-6=1100, OUT7=350

ACTUAL: SAME--OUT1=1252 OUT2=1153 OUT3=1098 OUT4=716 OUT5=610 OUT6=272

DATA COLLECTED:

PLANNED: TEST RESPONSES ON KNOWLEDGE

ACTUAL: SAME

[illegible]ITERIA USED:

PLANNED: 100% ACHIEVE: 1=66%, 2=66%, 3=66%, 4=60%, 5=60%, 6=80%, 7=80%

ACTUAL: % ACHIEVED : 1=98%. 2=94%, 3=97%, 4=80%, 5=85%, 6=46%, 7=81%

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VEPD: 081 **MADISON LOCAL SCHOOLS**

PROJECT GOAL: Eleventh-grade students will understand their place in the world of work and college planning.

GOAL JUSTIFICATION: Students need to have an understanding of their own interests and aptitudes, and how they relate to selecting vocational and college placement.

PROGRAM NARRATIVE: Eleventh-grade students were the target population for this grant. The eleventh-grade counselor worked to get 75 percent of students to understand their interests and aptitudes, and how they related to selecting vocational and college programs of study.

In October the students were given an interest survey, developed locally, and then received counseling either individually or through groups on career planning. The counselor and students then worked with the OCIS to pursue the students' interests as they relate to career choices.

The college career night was held October 20 by all the counselors. On November 1st a special seminar was held by the counselors and learning disabled teachers for parents and LD students concerning preparing and selecting the appropriate college or university for their particular handicap.

Students were better able to use their information in selecting the appropriate courses for 1989-90 in February 1989 when student registration was conducted individually and in small groups.

April 17-28 the student survey was administered to the students, 196 of the 319 students participated in the survey with the following results:

(1) Seventy-three percent of the students mastered five interests and related them to a career.

(2) Seventy percent of the students mastered six aptitudes and related them to a career.

(3) Sixty-nine percent of the students mastered five interests and six aptitudes and related them to course selections and a career.

PROGRAM NARRATIVE: (Continued)

The advisory committee met on May 8 to review the results of the survey. The recommendation was to continue to assist students in career planning. There is a need to improve the career education curriculum for our district. This was a recommendation to the Board of Education.

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                    OHIO GUIDANCE PROGRAM GRANT EVALUATION         page 1

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|                                                                        |
| VEPD_CODE:         81      SCHL_NAME: MADISON LOCAL SCHOOLS           |
| BUDGET_AMT: $        5000                                              |
|                                                                        |
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                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: IDENTIFY 5 INTERESTS AND RELATE TO CAREER PLAN    GRADE        11
CODE:            6 EXPECTED NO.        270 ACTUAL NO.        216

OUTCOME_2: IDENTIFY 6 INTERESTS AND RELATE TO CAREER PLAN    GRADE        11
CODE:            6 EXPECTED NO.        270 ACTUAL NO.        207

OUTCOME_3: SELECT COURSES APPROPO TP INTERESTS/APTITUDES      GRADE         1
CODE:            9 EXPECTED NO.        270 ACTUAL NO.        204

OUTCOME_4:                                                   GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                   GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                   GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                   GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                   GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                   GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER CAREER INTEREST SURVEY	CODE: 8
ACTIVITY_2: CONDUCT INDIVIDUAL GUIDANCE SESSIONS	CODE: 3
ACTIVITY_3: CONDUCT GROUP GUIDANCE SESSIONS	CODE: 1
ACTIVITY_4: CONDUCT "COLLEGE CAREER NIGHT"	CODE: 12
ACTIVITY_5:	CODE: 0
ACTIVITY_6:	CODE: 0
ACTIVITY_7:	CODE: 0
ACTIVITY_8:	CODE: 0
ACTIVITY_9:	CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 2500	$ 2313	$ -187
SUPPLIES	$ 500	$ 145	$ -355
CONTRACTS	$ 2000	$ 617	$ -1383
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 3075	$ -1925

EVALUATION PROCESS

PROCEDURES:

PLANNED: SURVEY OF KNOWLEDGE, COUNSELOR OBSERVATIONS

ACTUAL: SURVEY OF KNOWLEDGE

WHO EVALUATED:

PLANNED: ALL 11th GRADERS, N=360

ACTUAL: SAME--ALTHOUGH, N=296

DATA COLLECTED:

PLANNED: SURVEY RESPONSES ON MATCHING INTERESTS WITH PLANS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% ACCURACY FOR: OUT1=75%; OUT2=75%; OUT3=75%

ACTUAL: 100% ACCURACY FOR: OUT1=73%; OUT2=70%; OUT3=69%

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VEPD: 082 MANSFIELD CITY SCHOOLS

PROJECT GOAL: To provide a placement referral service for all juniors and seniors which will assist students in career planning and decision making.

GOAL JUSTIFICATION: The goal was identified as part of a needs assessment instrument developed by the vocational staff as a means for providing input for new programs and curriculum redesign.

PROGRAM NARRATIVE: On a routine questionnaire in September, 1988, 186 eleventh graders were asked to tell indications of what careers they were preparing for. Results showed that 50 percent responded "I don't know" to the question. Because of this, materials were sought and a program begun to help the students focus on more concrete long- and short-range goals.

The original grant called for development of a job seeking skills curriculum. However, a readjustment was necessary and a job seeking skills curriculum can be implemented for the 1989-90 school year.

Small group conferences were held with students by the counselors. The OCIS was but one resource available for specific career information. This resource, along with earlier General Aptitude Test Battery (GATB), results became a foundation for students to form their thoughts about future career choices.

The English teachers involved (eleventh-grade college-preparatory, standard classes and special education) provided time and resource materials of their choice to help provide additional career awareness.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:         82     SCHL_NAME: MANSFIELD CITY SCHOOLS            |
| BUDGET_AMT: $        5000                                              |
|________________________________________________________________________|



                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: LIST SKILLS REQUIRED TO SECURE A JOB            GRADE          12
CODE:            8 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_2: LIST A CAREER OPTION, RATHER THAN "I DONT'T KNOW"  GRADE       11
CODE:            6 EXPECTED NO.          0 ACTUAL NO.        141

OUTCOME_3:                                                 GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                 GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                 GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                 GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                 GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                 GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                 GRADE           0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT TEACHER/COUNSELOR/STAFF INSERVICE	CODE:	11
ACTIVITY_2: CONDUCT SMALL GROUP COUNSELING SESSIONS	CODE:	3
ACTIVITY_3: DEMONSTRATE OCIS SYSTEM	CODE:	9
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 3000	$ 2800	$ -200
SUPPLIES	$ 2000	$ 2200	$ 200
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: CAREER INTEREST SURVEY INSTUMENT

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 11th GRADERS, N=UNSPECIFIED

ACTUAL: SAME--ALTHOUGH, N=186

DATA COLLECTED:

PLANNED: SURVEY RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: INCREASE FROM 50% TO 75% OF 11th GRADERS ACHIEVING 100% ACCURACY

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VEPD: 083 PIONEER JOINT VOCATIONAL SCHOOL

PROJECT GOAL: Students in grades nine through twelve will be able to obtain career and postsecondary educational information from the 13 files in the Ohio Career Information System (OCIS).

GOAL JUSTIFICATION: PRIDE follow-up in the VEPD during February, 1988, indicated a concern about the increasing cost of OCIS from the Ohio Department of Education.

PROGRAM NARRATIVE:

1. Students in grades nine through twelve will be able to gain access to information contained in the Ohio Career Information System (OCIS) in our 14 home schools plus Pioneer.

   A majority of the grant funds were utilized to either pay for or subsidize the cost of the OCIS system to 12 of our home schools plus Pioneer JVS. This cost came to $7077.99. Northmor High School and Galion did not utilize OCIS during the 1988-89 school due to the lack of additional funds in the home schools. Payments were made to the Richland County Board of Education, the Pioneer Computer Cooperative, and to the Buckeye Central School District. Five hundred dollars was budgeted per school district for subsidy to the PCCA and a lesser amount to Richland County, which represented the actual cost of the system to the local schools, which was $450 per school. The participating schools had their students complete a survey sheet to indicate what they learned from having used the OCIS system in grades nine through twelve in the VEPD.

2. Students in grades nine and ten will have the opportunity to assess their aptitudes and interests as they relate to specific occupations. There are no standard instruments used by every school; a variety of materials are utilized such as The Career Decision Making (CDM) system, the General Aptitude Test Battery (GATB) and the Ohio Interest Survey (OIS), in addition to the

PROGRAM NARRATIVE: (Continued)

CAPS/COPS system, which seems to be more popular because it is self-scoring, and there is quicker feedback. Purchasing supplies and materials for the home schools to help meet this objective cost $5,324.

Unlike other VEPDs, a majority of the grant funds went to support activities in the home schools and were not used strictly at or by the Pioneer JVS. Eighty-three percent or $12,402 of this grant supported activities in 12 of our home schools, which I understand was the intent of this particular grant. At least 13 of our schools will be involved in the 1989-90 Career Guidance Grant; Northmor High School has been hard to move in this direction; they have been satisfied with the status quo for many years, and are reluctant to change due to budget limitations.

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         OHIO GUIDANCE PROGRAM GRANT EVALUATION           page 1

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|                                                                      |
| VE[illegible]_CODE:         83     SCHL_NAME: PIONEER JVS                       |
| BUDGET_AMT: $        15000                                           |
|                                                                      |
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                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: GAIN ACCESS TO OCIS SYSTEM                  GRADE         88
CODE:          12 EXPECTED NO.      7289 ACTUAL NO.       373

OUTCOME_2: ASSESS APTITUTDES/INTERESTS RELATING TO OCC.s   GRADE     19
CODE:           8 EXPECTED NO.      3529 ACTUAL NO.      1935

OUTCOME_3:                                             GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_4:                                             GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_5:                                             GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_6:                                             GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_7:                                             GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_8:                                             GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_9:                                             GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

page 2

CTIVITY_1: DEMONSTRATE OCIS SYSTEM CODE: 9

CTIVITY_2: ASSIST STUDENTS TO ASSESS APTITUDES/INTERESTS CODE: 5

CTIVITY_3: CODE: 0

CTIVITY_4: CODE: 0

CTIVITY_5: CODE: 0

CTIVITY_6: CODE: 0

CTIVITY_7: CODE: 0

CTIVITY_8: CODE: 0

CTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 2500	$ 2598	$ 98
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 5000	$ 5324	$ 324
CONTRACTS	$ 7500	$ 7078	$ -422
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 15000	$ 15000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: OCIS USAGE LOGS

ACTUAL: SAME, PLUS ASSESSMENT INSTRUMENT USAGE RECORDS

WHO EVALUATED:

PLANNED: N PARTICIPANTS, OUT1=7289, OUT2=3529

ACTUAL: SAME--ALTHOUGH, OUT1= 373, OUT2=1655

DATA COLLECTED:

PLANNED: USAGE DATA

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 084 PICKAWAY ROSS JVSD

PROJECT GOAL: Each student will identify his or her inner potential, and, in turn, will enhance his or her sense of self-esteem through the development of a personal plan of action.

GOAL JUSTIFICATION: Based upon the information gathered during the two years of this grant, the need for inner stimulation and the pursuit of self-esteem are concomitants of the resolution to problem behavior.

PROGRAM NARRATIVE:

A. Because 40 percent of the first year students in both masonry and carpentry classes had violated school policies during the first grading period (8/24-10/28/88), and were determined to be "high risk", it was recommended that all of the first year students in each program participate in the "Unlocking Your Potential" series. Each class was divided nearly equally. The smaller number of students was much more manageable, and gave rise to greater student participation, as well as heightened interaction with the instructor.

B. In the months of August, September and October, student disciplinary reports were reviewed by this program's instructor. It is in the school disciplinary policy that each student in the "in-school suspension" be interviewed by this instructor.

It was during this period of time the students cited above were identified as being in need. The instructors of both trade classes were eager to cooperate with the suggested program.

The masonry students were the first participants. Group A, of the class, began on 10/12, 10/18, 10/19, 10/21, 10/24, 10/27, and 10/31. Group B, of the same class, began 11/1, and were active as follows: 11/1, 11/2, 11/3, 11/4, 11/7, 11/8, 11/9, 11/14, 11/15 and 11/16. The exam was administered to Group A and Group B on 10/31 and 11/16, respectively.

The carpentry students made up the second round of classes. Group A began on 1/24, and proceeded as follows: 1/25, 1/26, 1/27, 1/30, 1/31, 2/1, 2/2, 2/7 and 2/8. Group B began on 2/9 and continued: 2/10, 2/13, 2/14, 2/15, 2/16, 2/17, 2/22, 2/23 and 2/24. The exam was administered to Group A and group B on 2/8 and 2/24, respectively.

C. Each student was given a workbook in which modules were to be completed following the viewing of the video. It was at these times that the students interacted with each other and the instructor. As the classes progressed, the students were alerted as to what would be included in the exam.

On the tenth and final day of the series, the exam was taken. The purpose of the exam was to test each student on definitions of self-esteem, guidelines for effective goal-setting, and the development of an individualized plan of action.

In addition to the classroom activity, the instructor was enabled to strengthen rapport between himself and individual students. A majority of the students in each of the program classes continued to seek consultation with the instructor, individually and/or in support group setting throughout the balance of the 1988-89 school year.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION           page 1

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|                                                                        |
| VEPD_CODE:          84     SCHL_NAME: PICKAWAY-ROSS JVS               |
| BUDGET_AMT: $        10000                                             |
|________________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: IDENTIFY THE MEANING OF SELF-ESTEEM            GRADE        21
CODE:            1 EXPECTED NO.         30 ACTUAL NO.    38

OUTCOME_2: LIST THE GUIDLINES FOR GOAL PLANNING           GRADE        21
CODE:            9 EXPECTED NO.         30 ACTUAL NO.    40

OUTCOME_3: DEVELOP INDIVIDUALIZED PLAN OF ACTION          GRADE        21
CODE:            3 EXPECTED NO.         30 ACTUAL NO.    38

OUTCOME_4:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.     0

OUTCOME_5:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.     0

OUTCOME_6:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.     0

OUTCOME_7:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.     0

OUTCOME_8:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.     0

OUTCOME_9:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.     0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT SELF-ESTEEM PROGRAM "UNLOCKING YOUR POTENT CODE: 1

ACTIVITY_2: CODE: 0

ACTIVITY_3: CODE: 0

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	10000	$	10000	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	10000	$	10000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN

ACTUAL: SAME

WHO EVALUATED:

PLANNED: 11th/12th GRADERS IN SPEIAL "AT RISK" GROUP, N=30

ACTUAL: SAME--ALTHOUGH, N=40

DATA COLLECTED:

PLANNED: TEST RESPONSES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 085 VANGUARD-SENTINEL VEPD

PROJECT GOAL: Sophomore students will make realistic career choices, and select appropriate courses to prepare for those choices after completing the career decision making inventory and exploring areas of interest.

GOAL JUSTIFICATION: Many students automatically assume that they will either go to college or to work in local factories. Through exploration of self and the job market, students will be able to make realistic choices.

PROGRAM NARRATIVE: The career decision making portion of the project was delayed because materials were not received. However, three of the schools had the opportunity to complete the survey prior to the visitation program (January 27). The largest school, Fremont Ross, was not completed until shortly before the end of the school year (May 18), so there was no way to compare visitation. In addition, because the computer processing was very slow, these students are being given their survey with their class schedules. We are anticipating some possible schedule changes when they have a chance to review this additional information.

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            OHIO GUIDANCE PROGRAM GRANT EVALUATION               page 1

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| VEPD_CODE:        85     SCHL_NAME: VANGUARD-SENTINEL JVS             |
| BUDGET_AMT: $      20000                                              |
|                                                                       |
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                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: GAIN UNDERSTNADING OF PERSONAL INTERESTS        GRADE        10
CODE:             6 EXPECTED NO.       2124 ACTUAL NO.       626

OUTCOME_2: MATCH CAREER GAOSL TO COURSE SELECTIONS         GRADE        10
CODE:             6 EXPECTED NO.       2124 ACTUAL NO.       623

OUTCOME_3:                                                 GRADE         0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                 GRADE         0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                 GRADE
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                 GRADE         0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                 GRADE         0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                 GRADE         0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                 GRADE         0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER "CAREER DECISION MAKING" SYSTEM CODE: 8
ACTIVITY_2: CONDUCT GROUP GUIDANCE COUNSELING SESSIONS CODE: 1
ACTIVITY_3: CODE: 0
ACTIVITY_4: CODE: 0
ACTIVITY_5: CODE: 0
ACTIVITY_6: CODE: 0
ACTIVITY_7: CODE: 0
ACTIVITY_8: CODE: 0
ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 16500	$ 16500	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 2500	$ 2288	$ -212
SUPPLIES	$ 1000	$ 1233	$ 233
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 20000	$ 20021	$ 21

EVALUATION PROCESS

PROCEDURES:

PLANNED: COMPARE COURSE SELECTIONS WITH "CDM" SURVEY RESULTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 10th GRADERS, N=2124

ACTUAL: RANDOM SAMPLE OF 10th GRADERS, N= 63 OF 626

DATA COLLECTED:

PLANNED: RESULTS FROM CAREER SURVEY, COURSE SELECTIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 086 SCIOTO COUNTY JOINT VOCATIONAL SCHOOL

PROJECT GOAL: 1. All students (juniors and seniors) will understand the difference between sex roles and gender. (2) All students will examine how their lives are affected by gender, sex roles, and sex stereotyping. (3) All students will become aware of the increased flexibility in sex role expression within our culture and be able to apply that knowledge to personal, social, and educational situations.

GOAL JUSTIFICATION: In Southern Ohio, our Appalachian culture has promoted the ideas that your gender determines your behavior and your role in life. For example, boys are encouraged to be independent, competitive, and discouraged from showing their emotions. Girls, on the other hand, are encouraged to be sensitive, non-agressive, and see the role of homemaker as the only available role.

PROGRAM NARRATIVE: As stated in the proposal, we are attempting to help teen-agers overcome the limited life choices they seem to inherit in our Appalachian culture.

Gloria Riddle, R.N., Human Sexuality Educator, met with each vocational program for one week. Boys and girls were separated. During this week she used question-and-answer sessions, pamphlets, videotapes, books, and sharing of her knowledge, to help students see that his or her role in life is not limited by gender. They worked in areas such as self-esteem, information concerning human sexuality, and career choices (enhanced by the use of the OCIS System). Individual counseling and group sessions (to meet student and teacher request) were held whenever Mrs. Riddle had a place in her schedule. Each day she allowed time to meet individual needs.

Every student in the school had the opportunity to attend the one-week program. Not only did this program give them valuable information, but it gave them a chance to meet Mrs. Riddle and to realize that she would be here for them.
Mrs. Riddle was under contract for ninety days. Within that time frame, she saw all the juniors and seniors at the Scioto County Joint Vocational School.

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             OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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 |                                                               |
 | VEPD_CODE:        86     SCHL_NAME: SCIOTO COUNTY JVS         |
 | BUDGET_AMT: $      10000                                      |
 |                                                               |
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                        STUDENT OUTCOMES
                        ----------------

OUTCOME_1: INCREASED UNDERSTANDING OF SEX ROLES/STEREOTYPES   GRADE       21
CODE:           1 EXPECTED NO.      680 ACTUAL NO.       623

OUTCOME_2:                                                   GRADE        0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_3:                                                   GRADE        0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_4:                                                   GRADE        0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_5:                                                   GRADE        0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_6:                                                   GRADE        0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_7:                                                   GRADE        0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_8:                                                   GRADE        0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0

OUTCOME_9:                                                   GRADE        0
CODE:           0 EXPECTED NO.        0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT "HUMAN SEXUALITY" PROGRAM	CODE: 1
ACTIVITY_2:	COORDINATE QUEST SPEAKERS	CODE: 12
ACTIVITY_3:	PROVIDE GROUP/INDIVIDUAL COUNSELING SESSIONS	CODE: 3
ACTIVITY_4:		CODE: 0
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 10000	$ 10000
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 1225	$ 0	$ -1225
CONTRACTS	$ 8775	$ 0	$ -8775
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST-TEST DESIGN ON "HUMAN SEXUALITY" ISSUES

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PATICIPANTS, 11th and 12th GRADERS, N=680

ACTUAL: SAME--ALTHOUGH, N=623

DATA COLLECTED:

PLANNED: TEST RESPONSES ON SEX ROLES/STEREOTYPES AND CAREERS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 75% OF STUDENTS ACHIEVE 100% ACCURACY ON TEST ITEMS

ACTUAL: 100% OF SAME

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VEPD: 089 ALLIANCE CITY SCHOOLS

PROJECT GOAL: Students will know the method of applying for financial aid for vocational education, postsecondary education, and job training.

GOAL JUSTIFICATION: In the programs developed during the first two years of the grant, students were taught the skills necessary to make career and curricular choices. This program is designed to give them the tools and knowledge to make application for financial aid for postsecondary education, vocational education, and job training.

PROGRAM NARRATIVE: During the summer, and early in the school year, we (the academic senior counselor and I, the vocational counselor, worked on the development of the materials we would present to the seniors regarding postsecondary financial assistance. The weeks of September 20th through October 7th, we presented the initial planning phases in groups. This included a review discussion of how interests and aptitudes relate to goals and the training needed to reach the goals, and that the first step in applying for financial aid is to make application for admission to the postsecondary institution. In November, we finished developing the materials for the final phase of the unit which we presented during the weeks of December 5th through 15th in groups. This consisted of a review of the fact that the first step is to apply to the institution for admission and then presenting the eight steps and types of aid, and the necessary forms. This was followed by the test.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION        page 1

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|                                                                          |
| VEPD_CODE:        89     SCHL_NAME: ALLIANCE CITY SCHOOLS                |
| BUDGET_AMT: $       5000                                                 |
|__________________________________________________________________________|



                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: KNOW HOW TO OBTAIN FINANCIAL AID FOR POST-SEC ED.  GRADE       12
CODE:           6 EXPECTED NO.        200 ACTUAL NO.        184


OUTCOME_2:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0


OUTCOME_3:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0


OUTCOME_4:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0


OUTCOME_5:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0


OUTCOME_6:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0


OUTCOME_7:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0


OUTCOME_8:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0


OUTCOME_9:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT PROGRAM ON FINANCIAL AID OPPs POST-HIGH CODE: 1

ACTIVITY_2: CODE: 0

ACTIVITY_3: CODE: 0

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 5000	$ 5000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

PROCEDURES:

PLANNED: POST-TEST DESIGN

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, 12th GRADERS, N=200

ACTUAL: SAME--ALTHOUGH, N=187

DATA COLLECTED:

PLANNED: TEST RESPONSES ON KNOWLEDGE OF STUDENT FINANCIAL AID

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% OF STUDENTS ACHIEVE 75% ACCURACY LEVEL ON TEST

ACTUAL: 97.9% OF SAME

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VEPD: 090 CANTON CITY SCHOOLS

PROJECT GOAL: Eighth-grade students will be provided with formal experience in the area of career interests that will lead to appropriate and reasonable course selection at the time of registration.

GOAL JUSTIFICATION: Secondary students in the Canton City Schools must follow one of three programs beginning in the ninth grade: college preparatory, technical preparatory, or vocational. To ensure more appropriate decisions, eighth graders must begin to formally examine career interests.

PROGRAM NARRATIVE: The Department of Pupil Personnel hosted an in-service on Wednesday, October 19, 1988, for junior high counselors and eighth-grade English teachers to outline the career guidance events for the year. The meeting was hosted by Stark Technical College. This was an added bonus in that the Canton City staff who attended got the opportunity to hear about the (career) programs offered at Stark Tech. During November-December, the guidance staff administered the Ohio Interest Survey in conjunction with eighth-grade English classes. They also reviewed with the students how to use the Worker Trait Group Guides for information on careers. (Each junior high has a class set of these guides.) In addition, written English assignments regarding career interest areas were designed by the teachers. In December, students requested O.C.I.S. data plus the use of the Worker Trait Group Guide, eighth-grade students identified work requirements, preparation/training, related high school courses, and salary for their top two careers. Students were also asked to select which Canton City School diploma program they felt they would be following during the years to come (college preparatory, technical preparatory, or vocational). All of this information was written on the evaluation instrument designed for this grant. This task was completed around the end of February.

The guidance staff then became involved in registration for next year's courses and did not get back to the final section of this project until May. At this time, counselors examined the

PROGRAM NARRATIVE:	student's career interests, took into account his or her abilities, and made a determination if the (Continued)student's diploma program choices (course of study) was appropriate at this time. Counselors submitted the evaluation sheets by June 2nd. Throughout the course of the entire grant, computers and written career materials were purchased.

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                   OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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 |                                                                         |
 | VEPD_CODE:        90     SCHL_NAME: CANTON CITY SCHOOLS                 |
 | BUDGET_AMT: $      10000                                                |
 |_________________________________________________________________________|


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: IDENTIFY 3 HIGHEST WORKER TRAIT GROUPS AS PER OIS  GRADE          8
CODE:            8 EXPECTED NO.        900 ACTUAL NO.         647

OUTCOME_2: SELECT THREE JOBS FROM OIS AND ASK FOR OCIS INFO   GRADE          8
CODE:           12 EXPECTED NO.       1000 ACTUAL NO.         660

OUTCOME_3: MATCH 2 CAREERS FROM OCIS WITH RELATED COURSES     GRADE          8
CODE:            6 EXPECTED NO.        900 ACTUAL NO.         455

OUTCOME_4: SELECT APPROPO COURSE WORK                         GRADE          8
CODE:            6 EXPECTED NO.        950 ACTUAL NO.         492

OUTCOME_5:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_6:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_7:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_8:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0

OUTCOME_9:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.           0
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                        PROGRAM ACTIVITIES                       page 2
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ACTIVITY_1: CONDUCT COUNSELOR/TEACHER INSERVICE       CODE:          11

ACTIVITY_2: ADMINISTER OHIO INTEREST SURVEY           CODE:           8

ACTIVITY_3: CONDUCT GROUP GUIDANCE PROGRAM            CODE:           1

ACTIVITY_4: DEMONSTRATE OCIS SYSTEM                   CODE:           9

ACTIVITY_5:                                           CODE:           0

ACTIVITY_6:                                           CODE:           0

ACTIVITY_7:                                           CODE:           0

ACTIVITY_8:                                           CODE:           0

ACTIVITY_9:                                           CODE:           0



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 |                                                                  |
 |                            BUDGET                                !
 |                                                                  |
 |                      PLANNED         ACTUAL          DIFFERENCE  |
 |                     ---------       --------        ------------ |
 |       PERSONNEL  $          0   $          0   $              0  |
 |       TRAVEL     $          0   $          0   $              0  |
 |       EQUIPMENT  $       8000   $       7928   $            -72  |
 |       SUPPLIES   $       1500   $       1249   $           -251  |
 |       CONTRACTS  $        500   $          0   $           -500  |
 |       OTHER      $          0   $          0   $              0  |
 |                                                                  |
 |       TOTAL      $      10000   $       9177   $           -823  |
 |                                                                  |
 |__________________________________________________________________|
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PROCEDURES:

PLANNED: POST-TEST EVALUATION INSTRUMENT

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 8th GRADERS, N=1000

ACTUAL: SAME--ALTHOUGH, N=674

DATA COLLECTED:

PLANNED: MATCHING RESULTS BETWEEN INTERESTS AND COURSE SELECTIONS

ACTUAL: SAME

RITERIA USED:

PLANNED: 100% ACCURACY, OUT1=90%, OUT2=100%, OUT3=90%, OUT4=95%

ACTUAL: 100% ACCURACY, OUT1=96%, OUT2= 98%, OUT3=68%, OUT4=73%

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VEPD: 094 STARK COUNTY AREA VOCATIONAL SCHOOL DISTRICT

PROJECT GOAL: Junior and senior students will modify their behavior and attitudes to better cope with the transition from high school to employment.

GOAL JUSTIFICATION: This grade group has been involved in career planning and decision-making programs since the eighth grade, and we felt it was necessary to implement programs dealing with the transition of education and training to work prior to their graduation.

PROGRAM NARRATIVE: The coordinators of the guidance project researched the previous years transcripts of incoming juniors to establish the number of absences, tardies, and G.P.A.s.

Through self-assessment tests, individual and group counseling sessions, guest speakers and films, the target group of 119 juniors improved their attitudes and behavior to better cope with the transition from high school to employment.

The target group of 167 seniors developed a better understanding of the necessary skills and knowledge that is needed to fill out a job application and prepare a job-ready resume.

The timelines for this project were from May to May with actual student involvement taking place from October, 1988, into May, 1989.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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| VEPD_CODE:          94    SCHL_NAME: STARK COUNTY JVS                  |
| BUDGET_AMT: $        10000                                             |
|________________________________________________________________________|


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: FEWER ABSENCES, FEWER TARDIES, IMPROVED GPA (C)    GRADE         11
CODE:           4 EXPECTED NO.         250 ACTUAL NO.          87

OUTCOME_2: COMPLETE CORRECTLY A JOB APPLICATION AND RESUME    GRADE         12
CODE:           8 EXPECTED NO.         225 ACTUAL NO.         150

OUTCOME_3:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_4:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_5:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_6:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_7:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_8:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_9:                                                    GRADE          0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.           0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER SELF-ASSESSMENT TESTS	CODE:	8
ACTIVITY_2: CONDUCT INDIVIDUAL AND GROUP GUIDANCE SESSIONS	CODE:	3
ACTIVITY_3: COORDINATE QUEST SPEAKERS AND SPEICAL EVENTS	CODE:	12
ACTIVITY_4: CONDUCT EMPLOYABILITY WORKSHOPS	CODE:	1
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 5002	$ 5002	$ 0
TRAVEL	$ 900	$ 580	$ -320
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 3648	$ 3363	$ -285
CONTRACTS	$ 450	$ 450	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 9395	$ -605

EVALUATION PROCESS

PROCEDURES:

PLANNED: COMPARISON OF GRADE REPORTS, POST-TEST OF EMPLOYABILITY SKILLS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, OUT1=250 (11th /12th), OUT2=225 (12th)

ACTUAL: SAME--ALTHOUGH, OUT1=106 (11th only) , OUT2=167 (12th)

DATA COLLECTED:

PLANNED: GRADE REPORTS, TEST RESPONSES ON EMPLYABILITY SKILLS

ACTUAL: SAME

CRITERIA USED:

PLANNED: OUT1= 15 LESS ABSENT, 10 LESS TARDY, "C" GPA; OUT2=ALL AT 80%

ACTUAL: OUT1= SAME, SUCCESS AT 82%, OUT2=90% MET 80% ACCURACY STANDARD

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VEPD: 095 **AKRON PUBLIC SCHOOLS**

PROJECT GOAL: Students will develop the knowledge and skills necessary to use the Ohio Career Information System (OCIS) as a computerized guidance information resource for making informed decisions concerning their educational and career plans.

GOAL JUSTIFICATION: Based on information gathered from the 1987 PRIDE evaluation; the results of 1986 and 1987 baseline follow-up study of our seniors; and informal data from counselors, students, and parents; we know that having OCIS available to students through their counselors meets a critical need in student career and educational planning. In the first two years of this career guidance project, OCIS has proven to be the most valuable guidance resource our school system has ever used. Counselors who have had access to OCIS through participation in this grant project have been able to help students match their personal interests, abilities, and other characteristics to available education/training, financial aid, and occupational resources.

PROGRAM NARRATIVE: As mentioned in the narrative of the 1988-89 career guidance grant proposal, the goal of the project was to make the Ohio Career Information System (OCIS) available to as many of our high school counselors as possible. This year's grant enabled us to make the system accessible to three additional tenth-grade counselors, and four additional eleventh- or twelfth-grade counselors. When added to the number of counselors who were provided access in previous years of the grant project, we now have sixteen counselors and more than 4,500 students able to use OCIS, as a direct result of funds from this grant. Five additional counselors in grades ten through twelve have limited access to OCIS as a result of special data processing terminals that are provided by our school system.

As a result of the increased accessibility to OCIS, we are now beginning to see more and more

PROGRAM NARRATIVE: (Continued)

counselors plan activities which enable students to identify their interests and abilities and then learn how to correctly match them with career and educational opportunities on OCIS. Assisting students in career planning was never a priority with our counselors before the career guidance grants began. As an example, this year, one of our tenth-grade counselors and two of our twelfth-grade counselors refused to participate in the grant project since they saw no use for OCIS or career guidance activities. As OCIS accessibility increases, and retiring counselors are replaced by counselors who understand the need to provide career guidance activities, we are beginning to see positive modifications in our high school guidance programs.

Again this year, we experienced delays in implementing our grant program because of not having our proposal approved until September. It was submitted in May of 1988, and required no changes, but we did not receive approval until early September. As a result of the delay in grant approval and a brief teacher's strike, we were unable to initiate any activity with the seven newly equipped counselors until the second semester. I was pleased to hear that help was being secured to review final reports from 1988-89 so that more immediate attention could be given to the 1989-90 proposals.

OCIS training was provided in each high school with counselors and student volunteers being trained at the same time. The student volunteers became a vital part of a support team for counselors in their career planning activities. Counselors were offered the opportunity to develop other skills for their computers through inservice offered at our staff development center.

In anticipation of having the Harrington-O'Shea Career Decision-Making System on the OCIS program for this school year, most of our tenth-grade counselors planned on using it to identify student interest and ability. This plan was greatly limited when the Houghton-Mifflin

PROGRAM NARRATIVE: (Continued)

Company was unable to provide the Harrington O'Shea for our IBM mainframe version of the OCIS software. Some of our counselors proceeded to use the paper-pencil form of the career decision making system, but without the scoring feature that was promised, they were unable to correlate the results as planned. Last year's career guidance grant advisory committee had recommended the use of the career decision making system or counselor developed instruments instead of the OCIS student evaluation forms to measure how well they were meeting the student goals of the proposal. Without the capability of using the career decision making system on line with OCIS, the plan for developing an alternate form of measurement was greatly handicapped.

Again this year, finding appropriate post-high school education and training programs was a priority with twelfth-grade students. Counselors who had used OCIS in previous years made good use of the financial aid files. Those with limited OCIS experience were not as comfortable with the financial aid files, and did not use them as we had hoped. The use of additional OCIS files should improve as counselors increase their use of the program.

Because of counselor requirements and replacement, counselor transfers, and a reduction of one counselor resulting in realignment of guidance responsibilities, we experienced more program interruptions than in previous years. We also had to recruit three eleventh-grade counselors to replace one tenth- and two twelfth-grade counselors who decided not to be involved with the grant program this year. Lack of activity on the part of one of these eleventh-grade counselors encouraged us to move one of the computers to Goodrich Middle School to see how interested seventh- and eighth-grade students were about career information.

We originally planned on having five eleventh-grade counselors who had OCIS experience the previous year and would only need to be trained on the education/training, and financial aid

PROGRAM NARRATIVE: (Continued)

files. The large number of counselors in new assignments made OCIS inservice training a little more challenging than anticipated, but we were ableto meet the grant objective. As mentioned in this year's proposal, we feel that students must be able to work with counselors to accurately match their interests and abilities to career options. Counselors used a variety of activities and, in many cases, included additional personnel (academic and vocational teachers, librarians, and student assistants) to help students match their interests to the information on the OCIS system. The delays we experienced as a result of the late approval of our grant proposal implementation program resulted in lack of innovative career planning programs at all grade levels. However, this year tenth-grade students who were serious about their opportunity to develop career plans, began almost on their own to use OCIS to explore educational opportunities for after high school.

Although the objective for eleventh and twelfth graders was to help them locate post high school education/training programs and sources of financial aid, many were still using OCIS to determine career directions. Career guidance activities were offered on a volunteer basis for our eleventh- and twelfth-grade students. Our prediction that about 50 percent would participate in these activities was pretty accurate with 1,561 students out of 3,037 actually taking part. If we had not experienced delays in program implementation, this number would have been much higher. Since our OCIS software was not able to provide the career decision making system and the other anticipated enhancements, the use of the education/training and financial aid files were more difficult than anticipated. The programming problem has been solved for 1989-90, and we anticipate greater use of these files at that time.

As mentioned earlier, many of our seniors were still using the SOCC file (occupational information) almost as much as the education, training and financial aid files. This reinforces the idea that career planning is developmental in nature, and that some seniors

PROGRAM NARRATIVE: (Continued)

need access to career planning activities and resources as much as younger students. Having to spend a substantial amount of additional time helping many students develop career plans did slow down the educational planning process somewhat, and required more counselor time than originally planned.

For each of the student groups, getting them to complete an evaluation form was a tremendous problem. Just getting most of our counselors involved in career guidance activities has been a monumental task. Since the completion of the evaluation form represented an unrelated activity in most career guidance activities, it was not considered an important task. When counselors were not directly involved in the use of the OCIS program, the forms were almost completely meaningless. For the most part, these forms did not effectively measure the achievement of each outcome. For next year, we need to develop an evaluation form(s) that will coincide with the activity being conducted. Since each counselor develops their own activities, they must also develop their own forms.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:        95    SCHL_NAME: AKRON CITY SCHOOLS                  |
| BUDGET_AMT: $      25000                                               |
|________________________________________________________________________|


                             STUDENT OUTCOMES
                             ----------------

OUTCOME_1: MATCH INTERESTS/ABILITIES TO 3 RELATED OCCUPATIONS GRADE      10
CODE:           8 EXPECTED NO.       2300 ACTUAL NO.       1094

OUTCOME_2: MATCH INTERESTS/ABILITIES TO OCCs, OR TRNG. OPPs   GRADE      21
CODE:           6 EXPECTED NO.       1750 ACTUAL NO.       1561

OUTCOME_3:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1: PROVIDE COUNSELOR/TEACHER INSERVICE ON OCIS CODE: 11

ACTIVITY_2: DEMONSTRATE OCIS SYSTEM CODE: [illegible]

ACTIVITY_3: CONDUCT CAREER GUIDANCE ACTIVITIES CODE: 3

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	4350	$	4349	$	-1
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	14000	$	13639	$	-361
SUPPLIES	$	400	$	690	$	290
CONTRACTS	$	3000	$	6162	$	3162
OTHER	$	3250	$	0	$	-3250
TOTAL	$	25000	$	24804	$	-196

PROCEDURES:

PLANNED: PRE- AND POST-TEST EVALUATION, CAREER INTERESTS EVALUATION FORM

ACTUAL: NO PRE-/POST-TEST, SELF MADE TEST, TEACHER/COUNSELOR OBSERVATION

WHO EVALUATED:

PLANNED: N PARTICIPANTS, OUT1=2300 (10th/11th), OUT2=1750 (11th/12th)

ACTUAL: SAME--ALTHOUGH, OUT1=1971 (10th/11th), OUT2=1561 (11th/12th)

DATA COLLECTED:

PLANNED: OCIS STUDENT EVAL. FORMS,

ACTUAL: SELF MADE EVALUATION FORMS, PERSONAL OBSERVATIONS

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 096 **FOUR CITIES COMPACT**

PROJECT GOAL: **Students will develop career objectives consistent with their interests, aptitudes, and desired life-styles.**

GOAL JUSTIFICATION: **There is a significant need to intervene early in a student's educational experience in order to develop career objectives. There is currently no program offered on the elementary level to meet this need.**

PROGRAM NARRATIVE: **A pre-test was administered to all target students to determine their knowledge of the jobs related to interests, the components of career decision making, and specific job titles for research.**

The Career Quest Interest Inventory form "S" was administered to all seventh graders. Students viewed videotapes and previewed various types of career materials, books, pamphlets, and printouts to support the components of career decision making.

A post-test was administered at the conclusion of the project to measure growth in student knowledge.

TIMELINE INVOLVED:

September/ October:	**Middle school personnel were contacted--Tony DeMita and Dave Kovack. They were apprised of the career education grant. A meeting was held of the advisory committee on October 19, 1988 to preview sample interest inventories, one to be chosen for seventh graders.**
November:	**The pre-test and post-test was developed by committee members and submitted to the grant coordinator for final drafting.**
December:	**Pre-test administered to all target students by middle school counselors.**

PROGRAM NARRATIVE: (Continued)

January:	Administered Career Quest Interest Inventory to all target students by middle school teachers and grant coordinator.
February:	Videotapes and printed materials were presented in target population classrooms by middle school counselors.
March/April:	Job title research activities were administered at the target classrooms.
May:	Post-test administered to all targeted seventh graders. Evaluation of program objectives and student outcomes performed by grant coordinator.

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             OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                      |
| VEPD_CODE:        96     SCHL_NAME: FOUR CITIES COMPACT             |
| BUDGET_AMT: $       10000                                            |
|______________________________________________________________________|


                         STUDENT OUTCOMES
                         ----------------

OUTCOME_1: MATCH 3 JOB-RELATED TITLES TO INTEREST AREAS     GRADE        7
CODE:           8 EXPECTED NO.        280 ACTUAL NO.       225

OUTCOME_2: LIST 8 OF 10 COMPONENTS IN CAREER DECISION MAKING  GRADE      7
CODE:           3 EXPECTED NO.        280 ACTUAL NO.       203

OUTCOME_3:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                  GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT CAREER ORIENTATION PROGRAM	CODE:	1
ACTIVITY_2: ADMINISTER PRE- AND POST-TEST	CODE:	8
ACTIVITY_3:	CODE:	0
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 8500	$ 8500	$ 0
SUPPLIES	$ 1500	$ 1500	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST-TEST DESIGN, TEACHER/COUNSELOR OBSERVATIONS

ACTUAL: PRE- AND POST-TEST SURVEY

WHO EVALUATED:

PLANNED: ALL 7'th GRADERS, N=350

ACTUAL: ALL 7'th GRADERS, N=268

DATA COLLECTED:

PLANNED: PRE- AND POST TEST RESPONSES ON CAREER PLANNING

ACTUAL: POST-TEST RESPONSES ON CAREER PLANNING

CRITERIA USED:

PLANNED: 80% OF STUDENTS WILL ACHIEVE STANDARD IN OUT1 AND OUT2

ACTUAL: X% STUDENTS ACHIEVE STANDARD; OUT1=84%, OUT2=76%

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VEPD: 098 **PORTAGE LAKES J.V.S.D.**

PROJECT GOAL: Twelfth-grade students will be able to develop a good resume and cover letter, complete a job application thoroughly, and be prepared for a job interview using proper job skills techniques.

GOAL JUSTIFICATION: The OCIS will continue to be used as a resource, and students will become aware of job hunting skills that will help them when applying for a job in their chosen field.

PROGRAM NARRATIVE: The counselor presented an overview of the job skills program to all twelfth graders in English classes at Portage Lakes Career Center (week of September 26, 1989).

An advisory committee meeting was held on October 21, 1988.

The two English teachers presented materials from *Life Skills Me & Jobs* and a workbook entitled *Getting The Job You Want*, as resources (October 1988 - April 1989). Also, during this time, students prepared a resume, completed a job application, prepared a letter of application and follow-up letter, and participated in a practice interview. The practice interview was with someone from a business whenever possible, and with a classmate when one was not available.

Students discussed success of interviews in class after each one was completed.

The second advisory committee meeting was held on January 6, 1989.

During April 1989, a job skills test was completed by seniors. Resumes, applications, and letters were collected by teachers.

The counselor tallied outcome #1 which included scores of tests and parts of projects completed by seniors.

A third advisory committee meeting was held on May 17, 1989.

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               OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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 | VEPD_CODE:          98     SCHL_NAME: PORTAGE LAKES JVS                 |
 | BUDGET_AMT: $        5000                                               |
 |                                                                         |
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                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: COMPLETE RESUME, COVER LET., JOB APPL., INTERVIEW  GRADE        12
CODE:           8 EXPECTED NO.       175 ACTUAL NO.        105

OUTCOME_2:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE         0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

CTIVITY_1: CONDUCT JOB SKILLS PROGRAM CODE: 1

CTIVITY_2: COORDINATE MOCK INTERVIEWS USING VIDEO CODE: 3

CTIVITY_3: CODE: 0

CTIVITY_4: CODE: 0

CTIVITY_5: CODE: 0

CTIVITY_6: CODE: 0

CTIVITY_7: CODE: 0

CTIVITY_8: CODE: 0

CTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4500	$ 4500	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 500	$ 499	$ -1
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 4999	$ -1

PROCEDURES:

PLANNED: POST-TEST EVALUATION

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 12th GRADERS, N=175

ACTUAL: SAME--ALTHOUGH, N=105

DATA COLLECTED:

PLANNED: TEST RESPONSES ON JOB SKILLS, REVIEW OF ACTIVITY OUTCOMES

ACTUAL: TEST RESPONSES

CRITERIA USED:

PLANNED: 100% ACHIEVE 70% ACCURACY LEVEL ON TEST

ACTUAL: 100% ACHIEVE 70% ACCURACY LEVEL ON TEST

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VEPD: 099 TRUMBULL COUNTY JOINT VOCATIONAL SCHOOL

PROJECT GOAL: Students will know the methods and techniques to utilize in dealing with their "at-risk" factors.

GOAL JUSTIFICATION: Students are not currently dealing successfully with their "at-risk" factors, and staying in school. The information provided and the counseling services will allow them to deal with these factors, in order to be successful, stay in school, and make intelligent career decisions.

PROGRAM NARRATIVE: The 1988-89 Career Guidance Grant was used to provide speakers and related resource materials to our V.E.P.D. counselors regarding the contributing factors for "at-risk" students.

Students who are considered to be "at-risk" many times have a difficult time completing secondary school or making sound career decisions because of one or more of the "at-risk" factors affecting their lives.

Our V.E.P.D. counselor needed current accurate information to work with "at-risk" students in our home schools.

Speakers were scheduled to meet with the counselors to explain "at-risk" students and "at-risk" factors, and how to deal with both in a counseling session.

Using this information, counselors would identify "at-risk" students in eighth through twelfth grade.

Counselors then tested students to determine if students could identify their "at-risk" factors.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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| VEPD_CODE:        99     SCHL_NAME: TRUMBULL COUNTY JVS
| BUDGET_AMT: $      15000                                             |
|                                                                      |
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                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: KNOW AND DEAL WITH "AT RISK" FACTORS           GRADE        88
CODE:            1 EXPECTED NO.       1984 ACTUAL NO.        0

OUTCOME_2:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_3:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_4:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_5:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_6:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_7:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_8:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_9:                                                GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT COUNSELING PROGRAM FOR "AT RISK" POPULATIO CODE: 1

ACTIVITY_2: CODE: 0

ACTIVITY_3: CODE: 0

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 12000	$ 12000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 1500	$ 1500	$ 0
CONTRACTS	$ 1500	$ 1500	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 15000	$ 15000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL SECONDARY STUDENTS, GRADES 8-12, N=1984

ACTUAL: SAME--ALTHOUGH, N=UNSPECIFIED

DATA COLLECTED:

PLANNED: POST -TEST REPSONSES ON "AT RISK" FACTORS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 50% OF TARGETED STUDENTS MATCH STANDARD FACTORS WITH COPING SKILL

ACTUAL: 56% OF SAME

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VEPD: 100 WARREN CITY SCHOOLS

PROJECT GOAL: Students will develop an awareness of all programs available and their relationship to careers. As a result of this, they will be able to make informed decisions concerning career course selections. After scheduling is completed, and selections are reviewed, students who did not choose a college preparatory or vocational program will be called in to clarify their career goals. All options will be discussed.

GOAL JUSTIFICATION: Even though there was an improvement in enrollment in nontraditional programs and general program students were counseled into pre-college or vocational programs, the need continues to exist.

PROGRAM NARRATIVE: Using group guidance methods, activities will be generated to help students understand themselves, their environment and future career and course selections. Career specialists will use speakers, printed materials, and discussions for the purpose of helping students understand available career paths. The Ohio Interest Survey will be administered and interpreted individually and by group.

Students will be scheduled on an individual basis. When completed, counselors will check all student schedules to select students not in a college or vocational career path. Parental contact will be made to inform them of their child's non-direction. Individual follow-up with students will be initiated.

A combination of orientation, individual counseling, parental, and student follow-up sessions should enhance awareness and selection of vocation choices.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|
| VEPD_CODE:       100     SCHL_NAME: WARREN CITY SCHOOLS              |
| BUDGET_AMT: $       5000                                             |
|                                                                      |
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                           STUDENT OUTCOMES
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OUTCOME_1: MATCH INTERESTS WITH COURSE SELECTIONS           GRADE       10
CODE:            6 EXPECTED NO.        650 ACTUAL NO.         0

OUTCOME_2:                                                  GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_3:                                                  GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                  GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                  GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                  GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                  GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                  GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                  GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT GROUP GUIDANCE ACTIVITIES	CODE:	1
ACTIVITY_2:	ORGANIZE SPECIAL SPEAKERS, ACTIVITIES, ETC.	CODE:	12
ACTIVITY_3:	CONDUCT INDIVIDUAL GUIDANCE SESSIONS	CODE:	3
ACTIVITY_4:	ADMINISTER OIS SURVEY	CODE:	8
ACTIVITY_5:		CODE:	0
ACTIVITY_6:		CODE:	0
ACTIVITY_7:		CODE:	0
ACTIVITY_8:		CODE:	0
ACTIVITY_9:		CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4925	$ 4925	$ 0
TRAVEL	$ 75	$ 74	$ -1
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 4999	$ -1

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN, SURVEY OF ENROLLMENTS, COUNSLOER OBSERVATIONS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 10th GRADERS, N=650

ACTUAL: SAME--ALTHOUGH, N=UNSPECIFIED

DATA COLLECTED:

PLANNED: TEST RESPONSES ON INTEREST SURVEY, ENROLLMENTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 101 **BUCKEYE JOINT VOCATIONAL SCHOOL**

PROJECT GOAL: Thirty-five percent of all tenth graders in the Buckeye J.V.S. District will make a decision to enroll in a vocational education program.

GOAL JUSTIFICATION: There is very little organized career education in the V.E.P.D. Through a systematic approach to examining their interests and aptitudes, students will make wiser decisions regarding career plans than they would have made had they not been involved in this three-year education program.

PROGRAM NARRATIVE: Over the last two years, we have helped students focus upon their own uniqueness by helping them look at themselves through the use of an interest measurement, and an aptitude measurement and relating them to career fields. During this time, they were introduced to vocational education.

The FY 89 project emphasizes vocational education as students, ready or not, must make a decision regarding their education for the next two years. During group guidance sessions, tenth graders are to again review their interests and abilities. Those who are interested in vocational education (our projection is 35 percent of all tenth graders) will relate these characteristics to vocational education programs.

Prior to this activity, all tenth graders will see the film, "Vocational Education - Is It For You?" and a slide presentation highlighting the vocational education programs offered in the Buckeye JVS District. A visit to Buckeye JVS will be organized for all tenth graders who show continued interest in vocational education. During the visit, the students will tour the facilities, eat lunch, and spend 40 minutes in two programs of their choice, experiencing hands-on activities whenever it is possible. After the visit, the projected 35 percent of all tenth graders will demonstrate their ability to correctly complete an application for a position in a vocational program by completing an application.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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| VEPD_CODE:        101     SCHL_NAME: BUCKEYE JVS
| BUDGET_AMT: $       15000                                              |
|_________________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: MATCH 1 JVS PROG. WITH HIGHEST INTEREST/APTITUTDE  GRADE      10
CODE:           6 EXPECTED NO.       1120 ACTUAL NO.        954

OUTCOME_2: CONSIDER 1 OR 2 JVS PROGs. FOR ENROLLMENT          GRADE      10
CODE:           6 EXPECTED NO.        480 ACTUAL NO.        744

OUTCOME_3: COMPLETE APPLICATION FOR JVS ENROLLMENT            GRADE      10
CODE:           3 EXPECTED NO.        252 ACTUAL NO.        503

OUTCOME_4:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE       0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER INTEREST AND APTITUDE SURVEYS CODE: 8

ACTIVITY_2: CONDUCT GROUP GUIDANCE TO REVIEW "OIS" AND "DAT" CODE: 1

ACTIVITY_3: ORGANIZE JVS "TOUR DAY" CODE: 12

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 13820	$ 13280	$ 0
TRAVEL	$ 450	$ 450	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 730	$ 730	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 15000	$ 15000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: COUNSELOR SURVEY(POST-TEST), COUNSELOR QUEST., REVIEW OF ENROLL.

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, 10th GRADERS; OUT1=1600, OUT2= 960, OUT3= 720

ACTUAL: SAME--ALTHOUGH, OUT1=1403, OUT2=1403, OUT3=1403

DATA COLLECTED:

PLANNED: SURVEY AND QUEST. RESPONSES ON MATCHING, ENROLLMENT FIGURES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% ACCURACY BY: OUT1=70%, OUT2=50%, OUT3=30% OF STUDENTS

ACTUAL: 100% ACCURACY BY: OUT1=68%, OUT2=53%, OUT3=36% OF STUDENTS

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VEPD: 102 **VANTAGE VOCATIONAL SCHOOL DISTRICT**

PROJECT GOAL: Eleventh-grade students will acquire self-assessment, career decision making, and career planning skills that they need to make more informed decisions about their career plans.

GOAL JUSTIFICATION: Based upon our status two years ago, our eleventh-grade students bordered adequate to slightly inadequate in career exploration. Due to the success in the first and second years of the grant with ten programs, we will continue the third phase adding six additional programs.

PROGRAM NARRATIVE: The career guidance unit was presented to sixteen junior vocational programs. The sixteen programs being administrative secretarial, office technology, data accounting, health careers, food management, auto technonoly, agricultural technology, engine/auto, auto body, cosmetology, carpentry, early childhood education, electricity, industrial mechanics, machine tool and welding. There were 279 junior students in the sixteen vocational programs. The delivery of the career guidance unit was done over a nine month time span (September-May) with guidance counselors Janell Boroff and Jeanine Nell as the presenters. The activities used were self-awareness instruments, guest speakers, and career search techniques including the OCIS computer.

The expected student outcomes #1, 2, 3, 4, 5, 6, 7 & 8 were delivered to the sixteen programs as a career guidance unit. Evaluations of the student skills, gained through the unit, were made through the utilization of tests, essays, questionnaires, worksheets, a final goal setting task, and student/teacher responses and feedback. Each activity builds upon another with the end result being students have acquired occupational knowledge and accurate career information.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION        page 1

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|                                                                        |
| VEPD_CODE:        102     SCHL_NAME: VANTAGE JVSD                      |
| BUDGET_AMT: $       10000                                              |
|________________________________________________________________________|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: MATCH TRNG., PAY, PHYS. REQUIRE. TO CAREER FIELDS  GRADE        11
CODE:          8 EXPECTED NO.         279 ACTUAL NO.        251

OUTCOME_2: IDENTIFY JOB OUTLOOK AND CAREER SPECIFICS          GRADE        11
CODE:          6 EXPECTED NO.         279 ACTUAL NO.        265

OUTCOME_3: UNDERSTAND JOBS THAT REQUIRE MOBILITY              GRADE        11
CODE:         11 EXPECTED NO.         279 ACTUAL NO.        266

OUTCOME_4: EVALUATE PRESENT CAREER CHOICE                     GRADE        11
CODE:          3 EXPECTED NO.         279 ACTUAL NO.        245

OUTCOME_5: USE DECISION PROCESS TO CONSIDER PROPRIETARY SCHLs GRADE        11
CODE:          3 EXPECTED NO.         279 ACTUAL NO.        265

OUTCOME_6: SUMMARIZE MILITARY PROGs/INCENTIVE PLANS           GRADE        11
CODE:          6 EXPECTED NO.         279 ACTUAL NO.        279

OUTCOME_7: EXPLORE POST-SECONDARY OPTIONS                     GRADE        11
CODE:          6 EXPECTED NO.         279 ACTUAL NO.        258

OUTCOME_8: EVALUATE JOBS THAT PAST JVS GRADs HAVE OBTAINED    GRADE        11
CODE:         12 EXPECTED NO.         279 ACTUAL NO.        267

OUTCOME_9:                                                    GRADE         0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT GROUP GUIDANCE SESSIONS	CODE:	1
ACTIVITY_2:	DEMONSTRATE OCIS SYSTEM	CODE:	9
ACTIVITY_3:	COORDINATE QUEST SPEAKERS	CODE:	12
ACTIVITY_4:		CODE:	0
ACTIVITY_5:		CODE:	0
ACTIVITY_6:		CODE:	0
ACTIVITY_7:		CODE:	0
ACTIVITY_8:		CODE:	0
ACTIVITY_9:		CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 9800	$ 9800	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 200	$ 200	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN, COUNSELOR OBSERVATIONS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 11th GRADERS, N=279

ACTUAL: SAME

DATA COLLECTED:

PLANNED: TEST RESPONSES AND COMPLETED ACTIVITIES ON CAREER INTEREST/SELECT

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% STUDENTS ACHIEVE 70% ACCURACY ON OUT1 - OUT8

ACTUAL: ACHIEVED OUTCOME; 1=90%, 2=95%, 3=95%, 4=88%, 5=95%, 6=100%,7=92%

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                    OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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 | VEPD_CODE:         103     SCHL_NAME: WARREN COUNTY JVS                    |
 | BUDGET_AMT: $        10000                                                |
 |                                                                           |
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                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: IDENTIFY/RELATE PERSONALITY STYLE TO CAREER CHOICE GRADE        12
CODE:            2 EXPECTED NO.        340 ACTUAL NO.        283

OUTCOME_2:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT TEACHER/COUNSELOR INSERVICE CODE: 11

ACTIVITY_2: CONDUCT STUDENT WORKSHOPS CODE: [illegible]

ACTIVITY_3: ADMINISTER PERSONALITY PROFILE INSTRUMENTS CODE: 6

ACTIVITY_4: CODE: [illegible]

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	4800	$	4799	$	-1
TRAVEL	$	100	$	0	$	-100
EQUIPMENT	$	2200	$	2205	$	5
SUPPLIES	$	1700	$	1743	$	43
CONTRACTS	$	1200	$	1253	$	53
OTHER	$	0	$	0	$	0
TOTAL	$	10000	$	10000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-DESIGN

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 12th GRADERS, N=350

ACTUAL: SAME--ALTHOUGH, N=291

DATA COLLECTED:

PLANNED: TEST RESPONSES ON PERSONALITY FACTORS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: 96% OF STUDENTS ACHIEVED 100% ACCURACY ON TEST ITEMS

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VEPD: 104 WASHINGTON COUNTY

PROJECT GOAL: To improve and expand the orientation and career guidance program to provide V.E.P.D. eighth and ninth graders with the opportunity to become aware of their personal interests, abilities and values, to participate in career decision-making activities, and to relate vocational programs to their career goals.

GOAL JUSTIFICATION: There is a definite need to improve and expand the V.E.P.D. orientation and career development program, specifically at two of the four grade levels, for the following reasons: (1) to increase the percentage of students participating in the eighth- and ninth-grade programs, and (2) add appropriate self-assessment and career decision-making activities to increase students skills in this area and to improve their awareness of vocational programs.

PROGRAM NARRATIVE: The career guidance orientation program consisted of activities for all V.E.P.D. eighth and ninth graders to help them acquire an awareness of the importance of relating their personal characteristics to career choices, to assist them with the career decision-making process and to inform them about available vocational training programs.

During February and March, the career center counselor visited each eighth-grade class in Washington County to conduct a lesson on the importance of self-awareness. The counselor helped students complete activities in the "Career Game" which gave them a general understanding of the type of careers that match their personal characteristics. The counselor color coded the career clusters in the activity to the vocational programs at the career center. When the students toured the career center in March and April, they used this color code to identify which programs match their career interests. Following this tour, they completed an evaluation questionnaire.

PROGRAM NARRATIVE: (Continued)

During April the career center counselor visited each ninth-grade classroom to conduct a lesson on career decision making. The counselor helped the students complete the Harrington O'Shea Career Decision-Making System and had them view a videotape about the career center. At the conclusion of this activity, students were asked to list their goals and the vocational programs that would prepare them for these goals.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION

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|
| VEPD_CODE:        104     SCHL_NAME: WASHINGTON COUNTY JVS
| BUDGET_AMT: $      10000                                            |
|                                                                     |
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                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: KNOW INTERESTS, ABILITIES, VALUES IN CAREER CHOICE GRADE         8
CODE:           8 EXPECTED NO.        810 ACTUAL NO.        716

OUTCOME_2: UNDERSTAND OWN INTERESTS, ABILITIES, VALUES        GRADE         8
CODE:           6 EXPECTED NO.        810 ACTUAL NO.        716

OUTCOME_3: MATCH PERSONAL CHARAC. WITH JVS PROGRAMS           GRADE         8
CODE:           6 EXPECTED NO.        810 ACTUAL NO.        716

OUTCOME_4: UNDERSTAND CAREER DECISION MAKING PROCESS          GRADE         9
CODE:           3 EXPECTED NO.        810 ACTUAL NO.        532

OUTCOME_5: ABILITY TO USE CAREER DECISION MAKING PROCESS      GRADE         9
CODE:           3 EXPECTED NO.        810 ACTUAL NO.        532

OUTCOME_6: MATCH JVS PROGs WITH CAREER INTERESTS              GRADE         9
CODE:           9 EXPECTED NO.        810 ACTUAL NO.        532

OUTCOME_7:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE         0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT CAREER ORIENTATION PROGRAM	CODE:	1
ACTIVITY_2: COORDINATE TOUR OF JVS PROGRAMS	CODE:	12
ACTIVITY_3: CONDUCT CAREER DECISION MAKING PROGRAM	CODE:	1
ACTIVITY_4: ADMINISTER HARRINGTON-O'SHEA CDM SYSTEM	CODE:	5
ACTIVITY_5: ADMINISTER EVALUATION SURVEYS	CODE:	8
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 9500	$ 9500	$ 0
TRAVEL	$ 500	$ 500	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN EVALUATIONS ON CAREER INTERESTS/DECISION MAKING

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, OUT1-OUT3=900 (8th), OUT4-OUT6=900 (9th)

ACTUAL: SAME--ALTHOUGH, OUT1-OUT3=795 (8th), OUT4-OUT6=846 (9th)

DATA COLLECTED:

PLANNED: TEST RESPONSES ON CAREER INTERESTS/ DECISION MAKING

ACTUAL: SAME

CRITERIA USED:

PLANNED: 90% OF STUDENTS (8th & 9th) ACHIEVE 70% ACCURACY ON TESTS

ACTUAL: X% STUDENTS ACHIEVE MARK; OUT1-OUT3=98%, OUT4-OUT6=96%

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VEPD: 105 WAYNE COUNTY SCHOOLS CAREER CENTER

PROJECT GOAL: Tenth-grade students will be aware of career center opportunities available to them as related to their interests and measured by a survey test.

GOAL JUSTIFICATION: Current Labor Department statistics indicate that by the year 1990, 86 percent of the jobs will not require a college degree. There is a need for vocationally trained students. Students need to be aware of vocational training opportunities available to them.

PROGRAM NARRATIVE: The three Wayne County Schools Career Center counselors will go into the targeted high schools of Wayne County meeting with tenth-grade students in class size groups. This will be done during the months of November and December.

During this time the counselors will:

1. Discuss student interests and goals as part of their career planning.
2. Discuss the opportunities for students to use their interests in vocational training.
3. Give out printed materials on the career center and show a slide-tape presentation on careers to illustrate the opportunities available through vocational education.
4. Counselors will discuss students who have been successful at the Career Center and encourage students to take part in a "hands on" occupational exploration.

Following this presentation, students will be tested to see if they can list four areas of interest and four jobs related to them.

The original grant called for four school districts to participate. When it appeared that sufficient numbers of students were not available in these schools, a fifth school district was added. Schools participating were: Rittman Exempted Village (Ritt), Orville City (Orr), Green Local (Gr), Southeast Local (SE) and Wooster City (WO).

OHIO GUIDANCE PROGRAM GRANT EVALUATION

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|
| VEPD_CODE:        105     SCHL_NAME: WAYNE COUNTY JVS
| BUDGET_AMT: $       10000                                                    |
|______________________________________________________________________________|
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STUDENT OUTCOMES

```
OUTCOME_1: MATCH 4 JVS PROGs WITH STATED CAREER INTERESTS    GRADE         10
CODE:              6 EXPECTED NO.         367 ACTUAL NO.        260

OUTCOME_2:                                                   GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_3:                                                   GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_4:                                                   GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_5:                                                   GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_6:                                                   GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_7:                                                   GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_8:                                                   GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.        0

OUTCOME_9:                                                   GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT CAREER ORIENTATION PROGRAM	CODE:	1
ACTIVITY_2: COORDINATE EXPLORATION TOUR OF JVS	CODE:	6
ACTIVITY_3: ADMINISTER SURVEY TESTS	CODE:	8
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 10000	$ 10000	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN ON SURVEY OF INTERESTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 10th GRADERS, N=733

ACTUAL: SAME--ALTHOUGH, N=560

DATA COLLECTED:

PLANNED: TEST RESPONSES ON CAREER INTERESTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 50% OF STUDENTS IDENTIFY 4 RELATED CAREER INTERESTS/JVS PROGRAMS

ACTUAL: 48.7% OF SAME

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VEPD: 106 SPRINGFIELD LOCAL SCHOOLS

PROJECT GOAL: All sophomores will know their three-year career projection plan.

GOAL JUSTIFICATION: Expressed concern by students, teachers, and parents, of greater need for more indepth career planning.

PROGRAM NARRATIVE: Last year's ninth-grade students were given the WRIOT Interest Inventory. This year, for the first time, the same students, now sophomores, will be administered the ASVAB. Using the results of the ASVAB and the WRIOT, plus the Ohio 3-R's, students will complete the forms included in "Exploring Careers - The ASVAB Workbook" and a planning sheet designed to help them make rational choices in selecting a vocational program or college preparatory schedule of classes, and also planning ahead for their first year after graduation. Counselors will work to develop an instrument to measure the knowledge students have gained from this program. Counselors will be orienting students to the testing, interpretation, evaluation procedure, and will use group and individual guidance and counseling sessions to help students develop their comprehensive plan.

September: Guidance counselors developed an evaluation instrument and oriented sophomores as to the scope and purpose of the planning program.

October: Counselors helped administer the ASVAB.

November: Administration of the Ohio 3-R's Test.

December/January: Depending on when test results are received, counselors will meet with groups of sophomores to interpret tests, complete the career projection and planning sheets, and administer the evaluation instrument.

February/March: Sheets are used in conjunction with scheduling vocational and academic classes for the following year.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|
| VEPD_CODE:         106     SCHL_NAME: SPRINGFIELD LOCAL SCHOOLS          |
| BUDGET_AMT: $        5000                                                 |
|___________________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: KNOW OWN CAREER INTERESTS, ABILITES, APTITUDES    GRADE       10
CODE:             8 EXPECTED NO.        256 ACTUAL NO.         0

OUTCOME_2:                                                   GRADE        0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_3:                                                   GRADE        0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                   GRADE        0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                   GRADE        0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                   GRADE        0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                   GRADE        0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                   GRADE        0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                   GRADE        0
CODE:             0 EXPECTED NO.          0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER ASVAB SURVEY CODE: 8

ACTIVITY_2: ADMINISTER "OHIO 3-Rs" TEST CODE: 8

ACTIVITY_3: CONDUCT GROUP GUIDANCE SESSIONS CODE: 1

ACTIVITY_4: CONDUCT INDIVIDUAL GUIDANCE SESSIONS CODE: 3

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4638	$ 4638	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 362	$ 362	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN EVALUATION OF INTEREST IDENTIFICATION

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 10th GRADERS, N=256

ACTUAL: SAME--ALTHOUGH, N=UNSPECIFIED

DATA COLLECTED:

PLANNED: TEST RESPONSES ON IDENTIFYING/MATCHING CAREER INTERESTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% STUDENTS ACHIEVE 66% ACCURACY LEVEL ON TESTS

ACTUAL: 56% OF SAME

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VEPD: 107 ADAMS COUNTY/OHIO VALLEY SCHOOL DISTRICT

PROJECT GOAL: Seventh- and eighth-grade students of Winchester Junior High School will develop and understand the skills necessary in making sound decisions regarding the vocational programs available and relate them to career interests.

GOAL JUSTIFICATION: There is currently no junior high school program which addresses opportunities available through vocational education. This grant would enable the students in seventh and eighth grade to become aware of these opportunities.

PROGRAM NARRATIVE: This project consisted of a vocational awareness week for 227 seventh- and eighth-grade students.

The first day of career week, students were given an interest and awareness survey which was followed by a discussion of the relation between interests, hobbies, responsibilities, and careers.

The second day of career week, students were given a folder from the Ohio Valley Vocational School which described all the programs offered. This folder and a pencil was provided by the job placement department. A discussion of the information in the folder and of the program which was to be given on the next day, followed.

On day three of career week, each program at the Ohio Valley Vocational School sent two students to Winchester Junior High School with some type of presentation. This presentation could be in the form of visual, hands-on, or demonstration of their program. Some examples of this presentation included: cosmetology, students used junior high volunteers for hair braiding and manicures; food service, students decorated cakes and then gave them to home rooms for later consumption; health and geriatrics took blood pressures and temperatures. In the drafting area, students could design and make posters. Carpentry class brought a scaled model done in wood of the house which they were then completing. All junior high students participated in this event by visiting each vocational booth. They were given

PROGRAM
NARRATIVE:
(Continued)

a questionnaire checklist to be filled out there and submitted for prizes to be given away on the following day. Each junior high student was given a colorful notebook with the Ohio Valley Vocational School logo. This was provided by the Career Education Department through a Sex Equity Grant. Students who were doing the presentations were given a T-shirt which was paid for by this vocational grant, and were asked to wear it on this day. This T-shirt also had the vocational school logo, which had been designed by the drafting department.

On the last day of classroom participation, students were awarded prizes including T-shirts and other small prizes which were won by answering questions correctly and completing participation questionnaires. The winners were drawn from these submissions. Each student was given an evaluation form to fill out and post-test. Time was allowed for discussion of the week's events.

The final event was an advisory committee meeting, a meeting with vocational school participants, and other involved staff members for their observations and evaluation of the project.

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            OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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| VEPD_CODE:        107     SCHL_NAME: OHIO VALLEY LOCAL SCHOOLS         |
| BUDGET_AMT: $         5000                                             |
|                                                                        |
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                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: MATCH "CDM" SKILLS WITH VOC. PROGs AND CAREER INTs GRADE          78
CODE:             6 EXPECTED NO.         200 ACTUAL NO.         67

OUTCOME_2:                                                      GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_3:                                                      GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                      GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                      GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                      GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                      GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                      GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                      GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT "CAREEER WEEK" PROGRAM CODE: 12

ACTIVITY_2: CONDUCT STUDENT ORIENTATION CODE: 1

ACTIVITY_3: COORDINATE CAREER DEMONSTRATIONS CODE: 12

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4500	$ 4500	$ 0
TRAVEL	$ 200	$ 200	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 300	$ 300	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

PROCEDURES:

PLANNED: PRE- AND POST-TEST DESIGN EVALUATION OF INTERST/PROGAM MATCHING

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 7'th and 8'th GRADERS, N=200

ACTUAL: SAME--ALTHOUGH, N=196

DATA COLLECTED:

PLANNED: TEST RESPONSES ON INTEREST/PROGRAM MATCH

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% STUDENTS ACHIEVE 50% ACCURACY ON TEST

ACTUAL: 34% OF SAME

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VEPD: 108 COSHOCTON COUNTY J.V.S.D.

PROJECT GOAL: Junior students, attending the Coshocton County J.V.S., will demonstrate a knowledge of the career options available as related to their vocational program choice.

GOAL JUSTIFICATION: Based upon the information detailed in the fiscal year 88 grant, students want and need to know how a vocational program relates to career choices after completion.

PROGRAM NARRATIVE: The JVS counselor met with the guidance advisory committee early in September to explain how the OCIS would be utilized with all JVS juniors. The JVS counselor met individually with the English instructor to detail the project and outline how the teacher would participate in the project. In October, the JVS counselor attended an OCIS Workshop at the Muskingum Area Technical College for the purpose of fully utilizing the system with students.

The involved students were oriented to the project in English classes early in November. The JVS counselor also met with the instructors in small groups to highlight the material available and possible classroom use of the OCIS. From November through February, the JVS counselor met with individuals and small groups of junior students to conduct the project.

The JVS counselor prepared the local survey to evaluate the project. This was done with input from the English instructor.

The JVS counselor conducted the local survey in English classes in late March. The results of the survey were tabulated and presented to the advisory committee at the scheduled April meeting.

The JVS counselor met individually with JVS instructors to review the OCIS project. Evaluation of the project relative to the stated grant outcomes was conducted by the JVS counselor. The JVS counselor completed grant forms for year ending in June.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

 -----------------------------------------------------------------------------
| VEPD_CODE:        108     SCHL_NAME: COSHOCTON COUNTY JVS                  |
| BUDGET_AMT: $        5000                                                  |
|____________________________________________________________________________|


                             STUDENT OUTCOMES
                             ----------------

OUTCOME_1: KNOW CAREER OPTIONS RELATED TO VOC. PROG. CHOICE   GRADE         11
CODE:            6 EXPECTED NO.        125 ACTUAL NO.        101

OUTCOME_2:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE          0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT JVS INSTRUCTOR INSERVICE ON OCIS SYSTEM CODE: 11

ACTIVITY_2: CONDUCT STUDENT GROUP ORIENTATION ON OCIS SYS. CODE: 1

ACTIVITY_3: PROVIDE INDIVIDUAL INSTRUCTION ON OCIS CODE: 3

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED		ACTUAL		DIFFERENCE	
PERSONNEL	$	4400	$	4400	$	0
TRAVEL	$	100	$	22	$	-78
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	500	$	500	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	5000	$	4922	$	-78

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGH EVALUATION OF KNOWLEDGE ON OCIS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: 11'th GRADE PARTICIPANTS, N=125

ACTUAL: SAME--ALTHOUGH, N=110

DATA COLLECTED:

PLANNED: TEST RESPONSES ON OCIS SYSTEM

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% ACHIEVE STANDARD (3 CORRECT RESPONSES)

ACTUAL: 92% OF SAME

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VEPD: 109 NORTH CANTON CITY SCHOOLS

PROJECT GOAL: Pupils will know how to apply for and receive financial aid for post-high school education.

GOAL JUSTIFICATION: To assist vocational pupils in learning financial aid terms, letter writing, time management, and organize a folder of applications for aid, and how to use them.

PROJECT NARRATIVE: Vocational twelfth graders were instructed, through four workshops, to learn how to apply for financial aid. They learned how to contact financial aid offices, properly fill out aid forms, and organize information in a folder. Those who needed assistance arranged interviews with the director of financial aid at Stark Tech. The target group completed pre-test and post-tests to demonstrate knowledge learned.

We started the project with 105 seniors and ended with 70 seniors.

OHIO GUIDANCE PROGRAM GRANT EVALUATION

VEPD_CODE: 109 SCHL_NAME: NORTH CANTON CITY SCHOOLS
BUDGET_AMT: $ 5000

STUDENT OUTCOMES

OUTCOME_1: KNOW WHERE AND HOW TO APPLY FOR FINANCIAL AID GRADE 12
CODE: 9 EXPECTED NO. 120 ACTUAL NO. 67

OUTCOME_2: LEARN HOW TO ORGANIZE A FINANCIAL AID FOLDER GRADE 12
CODE: 6 EXPECTED NO. 120 ACTUAL NO. 65

OUTCOME_3: KNOW HOW TO WRITE OR PHONE FOR FINANCIAL AID GRADE 12
CODE: 6 EXPECTED NO. 120 ACTUAL NO. 65

OUTCOME_4: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_5: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_6: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_7: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_8: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_9: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT FINANCIAL AID WORKSHOPS CODE: 1

ACTIVITY_2: ASSIST STUDENTS TO PREPARE FINANCIAL AID FOLDERS CODE: [illegible]

ACTIVITY_3: ARRANGE INDIVIDUAL INTERVIEWS CODE: 3

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 3700	$ 3700	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 900	$ 900	$ 0
SUPPLIES	$ 400	$ 400	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST-TEST DESIGN EVALUATION OF KNOWLEDGE ON FIN. AID

ACTUAL: POST TEST DESIGN ON SAME

WHO EVALUATED:

PLANNED: ALL 12th GRADERS, N=120

ACTUAL: SAME--ALTHOUGH, N=70

DATA COLLECTED:

PLANNED: TEST RESPONSES ON FINANCIAL AID

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: X% ACHIEVE 70% ACCURACY: OUT1=96%, OUT2=65%, OUT3=93%

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VEPD: 111 TRI RIVERS CAREER CENTER

PROJECT GOAL: All sophomores and their parents (100 percent) in the Tri Rivers VEPD will be aware of the advantages of vocational programs at TRCC. We will provide written testimonies from students and/or graduates at TRCC and parents of graduates and/or employers of TRCC graduates.

GOAL JUSTIFICATION: The evaluation of our 87-88 grant indicates the significant importance of parented influence on a student's choice of curriculum. We want to get the "TRCC message" to those parents so that more students will opt for vocational education at TRCC.

PROGRAM NARRATIVE: During the course of this past school year all the counselors in this department found it impossible to adhere to the timeline we had established for ourselves in July of 1988. We have struggled to accomplish our goals and, with time, hope they will be met.

Gary Lovell, Randy Winland, and myself are each developing brochures to be used in recruiting. Gary's will inform students and parents about advanced credit through articulation at many two-year technical colleges. Randy's will highlight recent graduates and their success stories. Mine will be direct-mailed to parents of sophomores, and will be testimonials from parents of Tri Rivers Career Center graduates with pictures. In addition, we have updated our food service program brochure to restaurant operations and have developed a new brochure for our new program of diversified business professionals. These changes also necessitated updating our student enrollment information brochure. We did not develop our brochure for real estate offices due to lack of time and lack of funds.

Gary made numerous visits to our home schools from September through May distributing information and talking with students. His efforts were aimed at having each student identify and understand

PROGRAM NARRATIVE: (Continued)

their career interests so that they could relate them to the vocational program offerings at Tri Rivers Career Center in October for hands-on in three programs that they selected. Freshmen came to Tri Rivers Career Center in March/April for a walk through tour of eight programs that they had chosen.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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| VEPD_CODE:        111     SCHL_NAME: TRI-RIVERS JVS                    |
| BUDGET_AMT: $       10000                                              |
|________________________________________________________________________|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: KNOW 3 JVS PROGRAMS THAT MATCH CAREER INTERESTS    GRADE          10
CODE:              6 EXPECTED NO.        1468 ACTUAL NO.        212

OUTCOME_2:                                                    GRADE           0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE           0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE           0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE           0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE           0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE           0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE           0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE           0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	DEVELOP AND MAIL PROMOTIONAL BROCHURES	CODE: 5
ACTIVITY_2:	MAKE RECRUITMENT VISITS TO HOME SCHOOLS	CODE: 6
ACTIVITY_3:	CONDUCT "HANDS ON" EXPLORATION PROGRAM	CODE: 6
ACTIVITY_4:		CODE: 0
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 3500	$ 3500	$ 0
TRAVEL	$ 200	$ 54	$ -146
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 6300	$ 6446	$ 146
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

PROCEDURES:

PLANNED: NOT DESCRIBED ** PLANNING FORM TALKS ONLY OF RECRUIT/ENROLLMENT

ACTUAL: COMPARE "BECKER INTEREST SURVEY" WITH PROG. VISITATION CHOICES

WHO EVALUATED:

PLANNED: ALL 10th GRADERS, N=1468

ACTUAL: STUDENT PARTICIPANTS, N=257

DATA COLLECTED:

PLANNED: ENROLLMENT FIGRURES

ACTUAL: INTEREST SURVEY RESULTS VS. VISITATION CHOICES

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: 82% OF STUDENTS CORRECTLY MATCHED A JVS PROG. WITH "BIS" RESULTS

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VEPD: 113 PERRY LOCAL SCHOOLS

PROJECT GOAL: Students will develop and understand the necessary skills and knowledge that they need to make better informed decisions concerning their tentative career plans.

GOAL JUSTIFICATION: Based upon information collected, students were receiving little or no training in career decision making skills.

PROGRAM NARRATIVE:

Junior High

Timeline:

Group 1:	October 24-28	4 sections	108 students
Group 2:	November 7-10	6 sections	149 students
Group 3:	November 14-18	6 sections	137 students

Materials:

Occupational Outlook Handbook
Dictionary of Occupational Titles
The Guidance Information System
Career Planning Quiz
Career Study Sheet
"Self-Image and Your Career" Sunburst Videos
I.D.E.A.S. Interest Inventory, NCS

Personnel:

Counseling Department Edison Junior High

Format:

Day 1 (42 minutes): The counselor presented the video, "Self-Image and Your Career" by Sunburst Videos. Discussion concerning topics raised by the viewing of the program was led by the counselor.

Day 2 (42 minutes): An introductory activity titled, "A career Planning Quiz," was used by the counselor with the students. Discussion followed to help students clarify their personal knowledge of proper career planning.

PROGRAM NARRATIVE: (Continued)

Students werI instructed to complete their I.D.E.A.S. Interest Inventory.

A personal want checklist was assigned for completion for the following day.

Day 3 (42 minutes): The counselor held a discussion of the personal want checklist and of any additional questions raised by the activities of the past two days.

The I.D.E.A.S. booklet was completed with discussion of the relevance of students' high/low interest areas.

Day 4 (42 minutes): Discussion of interest areas, related school subjects and specific careers was held.

The DOT and OOH were introduced along with the Guidance Information System (GIS).

Students were instructed to select a career using their highest interest area as determined by their survey results. They were to locate this career in the GIS file, the DOT, and the OOH.

Day 5 (42 minutes): Students were given a printout of the career they selected from the GIS file and were again directed to the corresponding information in the DOT and OOH. Students were instructed how to correctly interpret the GIS report and given a career study sheet to complete.

Students were encouraged to research a career directly related to their highest interest area as determined by their I.D.E.A.S. survey. Students were permitted to request printouts of additional careers from the GIS file, but were not required to complete more than one career study sheet.

NOTE: Students are encouraged to request information from the OOH, DOT, and GIS throughout the year. In planning for future years, reference by the counselors is made to future career goals and relationships to specific curriculum available.

PROGRAM NARRATIVE: (Continued)

THE ABOVE PROCESS WAS REPEATED FOR GROUP 2 AND GROUP 3.

High School

The career planning unit helped students to understand themselves, their environment and their future career plans. The teacher required the students to select a potential occupation based on their interests and prepare a report on their chosen occupation. The report must have five resources: interview with person currently working in the occupation; written material from the microfiche machine, OCIS or career magazine; teacher information on courses relevant to occupational choice; post-high school training or education necessary for occupational choice; and statement of interest in the occupation. The students shared the reports with the class, and the teacher evaluated the reports according to the aforementioned criteria.

OHIO GUIDANCE PROGRAM GRANT EVALUATION

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|
| VEPD_CODE:        113     SCHL_NAME: PERRY LOCAL SCHOOLS
| BUDGET_AMT: $        5000                                          |
|                                                                    |
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STUDENT OUTCOMES

```
OUTCOME_1: IDENTIFY 3 OCCUPATIONS THAT RELATE TO INTERESTS    GRADE        8
CODE:            8 EXPECTED NO.        400 ACTUAL NO.        375

OUTCOME_2: MATCH JOB FACTS AND TRNG. OPPs TO INTERESTS        GRADE        8
CODE:            6 EXPECTED NO.        400 ACTUAL NO.        375

OUTCOME_3: IDENTIFY INTERESTS AND REALTE TO OCC. OPTIONS      GRADE       10
CODE:            8 EXPECTED NO.         60 ACTUAL NO.         60

OUTCOME_4: ABILITY TO ACCES MICROFICHE CAREER INFO SYSTEM     GRADE       10
CODE:            9 EXPECTED NO.         60 ACTUAL NO.         60

OUTCOME_5:                                                    GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE        0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT CAREER INTEREST PROGRAM	CODE: 1
ACTIVITY_2:	ADMINISTER CAREER INTEREST SURVEY	CODE: 8
ACTIVITY_3:	DEMONSTRATE OCIS SYSTEM	CODE: 9
ACTIVITY_4:	ASSIST STUDENTS IN RESEARCHING CHOSEN CAREERS	CODE: 3
ACTIVITY_5:	CONDUCT INSTRUCTION ON MICRFICHE INFO SYSTEM	CODE: 9
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4000	$ 4000	$ 0
TRAVEL	$ 380	$ 116	$ -264
EQUIPMENT	$ 240	$ 230	$ -10
SUPPLIES	$ 380	$ 654	$ 274
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 5000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN EVALUATION OF CDM SKILLS AND RESEARCH TECHNIQUES

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, OUT1 & OUT2=400 (8th), OUT3 & OUT4=60 (10th)

ACTUAL: SAME--ALTHOUGH, OUT1 & OUT2=394 (8th), OUT3 & OUT4=60 (10th)

DATA COLLECTED:

PLANNED: TEST RESPONSES ON CDM SKILLS AND RESEARCH TECHNIQUES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% OF STUDENTS ACHIEVE 90% ACCURACY ON TEST/SURVEY

ACTUAL: X% OF STUDENTS ACHIEVE MARK; OUT1/2=95%, OUT3/4=100%

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VEPD: 115 **CANTON LOCAL V.E.P.D.**

PROJECT GOAL: Students will know how to expand upon and gain insight into proper methods needed in making decisions regarding future career goals.

GOAL JUSTIFICATION: In review by the guidance staff, administration, teachers, and students after this 1988 school year, it was decided that career exploration programs need to stay intact.

PROGRAM NARRATIVE: The six session career education program contained sessions in which students explored methods regarding future career opportunities. The counselors led group guidance activities in which students explored various careers and methods of career exploration. The six session program prompted students to explore various careers through the use of career slides, career fair, tours, community speakers, and individual folders containing materials for each student. All of the above was measured by a survey at the end of each career education session.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:         115     SCHL_NAME: CANTON LOCAL SCHOOLS            |
| BUDGET_AMT: $         5000                                             |
|                                                                        |
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                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: MATCH HS SUBJECT OR TRNG PROG. TO CAREER INTERESTS GRADE        9
CODE:           6 EXPECTED NO.        450 ACTUAL NO.        162

                                                            GRADE          0
OUTCOME_2:
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

                                                            GRADE          0
OUTCOME_3:
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

                                                            GRADE          0
OUTCOME_4:
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

                                                            GRADE          0
OUTCOME_5:
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

                                                            GRADE          0
OUTCOME_6:
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

                                                            GRADE          0
OUTCOME_7:
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

                                                            GRADE          0
OUTCOME_8:
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

                                                            GRADE          0
OUTCOME_9:
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT CAREER EXPLORATION PROGRAM	CODE:	1
ACTIVITY_2: COORDINATE CAREER EDUCATION TOURS	CODE:	12
ACTIVITY_3: CONDUCT "CAREER FAIR" TOUR	CODE:	12
ACTIVITY_4: DEMONSTRATE OCIS SYSTEM	CODE:	11
ACTIVITY_5: ORGANIZE SPEAKER PROGRAM	CODE:	12
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	0	$	0	$	0
TRAVEL	$	250	$	250	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	1250	$	1250	$	0
CONTRACTS	$	3500	$	3500	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	5000	$	5000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN EVALUATION OF CAREER INTERESTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 9th GRADERS, N=450

ACTUAL: SAME--ALTHOUGH, N=164

DATA COLLECTED:

PLANNED: TEST RESPONSES ON CAREER INTERESTS AND ED/TRNG. CHOICES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: 99% OF STUDENTS ACHIEVED MARK

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VEPD: 116 FINDLAY CITY-MILLSTREAM CAREER COOPERATIVE

PROJECT GOAL: Sophomore students at Findlay High School after taking the COPS and CAPS (interest & aptitude tests) will understand their occupational interests and aptitudes.

GOAL JUSTIFICATION: Sophomore students at Findlay High School need to understand their occupational interests and aptitudes before curriculum planning for their eleventh- and twelfth-year.

PROGRAM NARRATIVE: The sophomore students received an orientation on the value of knowing one's occupational interest/aptitude during health/P.E. classes. (December). The COPS Interest Inventory and the CAPS Career Ability Placement Survey was then given. The answer sheets were machine scored. The results were interpreted to the tenth graders with career information booklets provided. (January). The OCIS was then used to provide the students with a career printout from each of the students top three career groups.

*Due to a new K-12 testing program introduced this year in the Findlay City School system, our career testing program was backed up to December.

OHIO GUIDANCE PROGRAM GRANT EVALUATION

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|                                                                           |
| VEPD_CODE:       116     SCHL_NAME: FINDLAY CITY SCHOOLS                  |
| BUDGET_AMT: $      10000                                                  |
|                                                                           |
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STUDENT OUTCOMES

```
OUTCOME_1: IDENTIFY TOP 3 INTEREST/APTITUDE AREAS             GRADE        10
CODE:           8 EXPECTED NO.         500 ACTUAL NO.        369

OUTCOME_2: MATCH A CAREER TO TOP 3 INTEREST/APTITUDE AREAS    GRADE        10
CODE:           6 EXPECTED NO.         400 ACTUAL NO.        338

OUTCOME_3:                                                    GRADE         0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE         0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE         0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE         0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE         0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE         0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE         0
CODE:           0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT CAREER INTEREST/APTITUDE ORIENTATION	CODE: 1
ACTIVITY_2:	ADMINISTER "COPS/CAPS" BATTERY	CODE: 8
ACTIVITY_3:	DEMONSTRATE OCIS SYSTEM	CODE: 9
ACTIVITY_4:	CONDUCT CAREER SURVEY INTERPRETATION SESSIONS	CODE: 1
ACTIVITY_5:		CODE: 0
ACTIVITY_6:		CODE: 0
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 7784	$ 7784	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 716	$ 716	$ 0
CONTRACTS	$ 1500	$ 1500	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 10000	$ 10000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN EVALUATION OF CAREER INTERESTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 8th GRADERS, OUT1=500, OUT2=400

ACTUAL: SAME--ALTHOUGH, OUT1=497, OUT2=398

DATA COLLECTED:

PLANNED: TEST RESPONSES ON CAREER INTERESTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% ACCURACY LEVEL; OUT1=100%, OUT2=80% OF STUDENTS

ACTUAL: 100% ACCURACY LEVEL; OUT1=74%, OUT2=85% OF STUDENTS

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VEPD: 117 GREENVILLE CITY SCHOOLS

PROJECT GOAL: To develop a career planning program that will ensure that all tenth-grade students (300) have the opportunity to develop career objectives consistent with their interest, aptitude, and employability skills. To increase the number of students enrolling in vocational education at the eleventh grade.

GOAL JUSTIFICATION: We want to improve and intensify our career education programs for 300 tenth-grade students.

PROGRAM NARRATIVE: Our goal was to evaluate/assess all tenth graders. We did not have a full-time evaluator until January. This had a bearing on number of students that could be evaluated. A total of 114 students were evaluated and assessed through the Apticom System, while conferences held with parents, students, guidance counselor and teachers, totaled 88.

Each student who went through the testing explored two career options from interests and aptitudes using the Worker Trait Book and Dictionary of Occupational Titles.

From the evaluation conference parents were impressed with the information and knowledge about their child. Ohio Career Information System gave them additional information.

Vocational Orientation for the tenth-grade students was well received and visitation went very well for approximately 300 students. At the end of each orientation session each student received a copy of "Success" Magazine and a pencil with vocational week slogan, "Vocational Education: Building Tomorrow's Leaders." Our registration was a success with increased number of students.

September 1988 - Open House at Greenville Senior High.

October 1988 - Began part time evaluation/assessment of tenth-grade students.

PROGRAM NARRATIVE: (Continued)

November 1988 - Evaluation/assessment and vocational research

June 1989 - Interest inventory tested, two days per week. Wrote evaluation one day per week. Conference one and one-half days per week. Parents were given copy of Evaluation/Assessment Report.

March 1989 - In-service program for teachers.

June 1989 - Evaluation of program.

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION             page 1
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| VEPD_CODE:           117     SCHL_NAME: GREENVILLE CITY SCHOOLS        |
| BUDGET_AMT: $           5000                                           |
|                                                                        |
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                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: IDENTIFY 3 OCCs THAT REQUIRE ENTRY-LEVEL SKILLS    GRADE          10
CODE:             8 EXPECTED NO.          225 ACTUAL NO.         46

OUTCOME_2: IDENTIFY 2 TRAD. AND 1 NON-TRAD. VOC. ED. PROGRAM  GRADE          10
CODE:             6 EXPECTED NO.          180 ACTUAL NO.        114

OUTCOME_3: IDENTIFY HIGHEST CAREER INTERESTS                  GRADE          10
CODE:             8 EXPECTED NO.          300 ACTUAL NO.        300

OUTCOME_4:                                                    GRADE           0
CODE:             0 EXPECTED NO.            0 ACTUAL NO.          0

OU   OME_5:                                                   GRADE           0
CODE:             0 EXPECTED NO.            0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE           0
CODE:             0 EXPECTED NO.            0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE           0
CODE:             0 EXPECTED NO.            0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE           0
CODE:             0 EXPECTED NO.            0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE           0
CODE:             0 EXPECTED NO.            0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT TEACHER/COUNSELOR INSERVICE	CODE:	11
ACTIVITY_2: CONDUCT INDIVIDUAL EVALUATION/ASSESSMENT SESSIONS	CODE:	3
ACTIVITY_3: CONDUCT GROUP EVALUATION/ ASSESSMENT SESSIONS	CODE:	1
ACTIVITY_4: ADMINISTER VOC. RESEARCH INTEREST INVENTORY	CODE:	8
ACTIVITY_5: DEMONSTRATE OCIS SYSTEM	CODE:	9
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 125	$ 0	$ -125
EQUIPMENT	$ 2125	$ 1842	$ -283
SUPPLIES	$ 750	$ 640	$ -110
CONTRACTS	$ 2000	$ 960	$ -1040
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 5000	$ 3442	$ -1558

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN ASSIGNMENT, COUNSELOR CONFERENCES/OBSERVATIONS

ACTUAL: ASSIGNMENTS, PROGRAM VISITATIONS, ENROLLMENT RECORDS

WHO EVALUATED:

PLANNED: ALL 10th GRADERS, N=300

ACTUAL: SAME--ALTHOUGH, N=114

DATA COLLECTED:

PLANNED: EVLAUATIONS OF ASSIGNMENTS, COUNSELOR OBSERVATIONS

ACTUAL: ASSIGNMENT EVALUATIONS, VISITATION ROLES, ENROLLMENT FIGURES

RITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 118 LORDSTOWN LOCAL

PROJECT GOAL:	Students will develop and understand skills and knowledge needed to make more informed decisions concerning their career plans.
GOAL JUSTIFICATION:	Based on information collected from the guidance counselor and the results of the pre- and post test administered in years one and two of the grant, it was found that students received very little experience in identifying interests, abilities, and experiences related to career choice other than the instrument provided through the grant.
PROGRAM NARRATIVE:	To achieve the stated goal for the project (i.e., "Students will develop and understand the necessary skills and knowledge that they need to make more informed decisions concerning their career plans"). The career planning program instrument was administered to approximately 425 eighth-grade students in four VEPD feeder schools. Through the use of a pre-test administered prior to CPP administration and post-test administered after the CPP administration, students will identify one interest area and relate that interest to a career. The advisory board consisted of counselors from the feeder schools. There were two meetings held October 11, 1988, and May 25, 1989.

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           OHIO GUIDANCE PROGRAM GRANT EVALUATION            page 1

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|
| VEPD CODE:        118     SCHL NAME: LORDSTOWN LOCAL SCHOOLS
| BUDGET AMT: $         5000
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                       STUDENT OUTCOMES
                       ----------------

OUTCOME_1: MATCH INTEREST/ABILITY/EXPERIENCE WITH "CDM" PROCE GRADE        8
CODE:            9 EXPECTED NO.       425 ACTUAL NO.       425

                                                             GRADE         0
OUTCOME_2:
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

                                                             GRADE         0
OUTCOME_3:
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

                                                             GRADE         0
OUTCOME_4:
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

                                                             GRADE         0
OUTCOME_5:
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

                                                             GRADE         0
OUTCOME_6:
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

                                                             GRADE         0
OUTCOME_7:
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

                                                             GRADE         0
OUTCOME_8:
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

                                                             GRADE         0
OUTCOME_9:
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0
```

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT COUNSELOR INSERVICE ON "CPP" PROGRAM	CODE:	11
ACTIVITY_2:	ADMINISTER "CPP" SURVEY/INVENTORY	CODE:	8
ACTIVITY_3:	CONDUCT COUNSELOR INSERVICE ON EVLUATING "CPP"	CODE:	11
ACTIVITY_4:	COORDINATE "CPP" INTERPRETATION SESSIONS	CODE:	1
ACTIVITY_5:		CODE:	0
ACTIVITY_6:		CODE:	0
ACTIVITY_7:		CODE:	0
ACTIVITY_8:		CODE:	0
ACTIVITY_9:		CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	2915	$	2920	$	5
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	1885	$	1880	$	-5
CONTRACTS	$	200	$	200	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	5000	$	5000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST TEST DESIGN USING "CPP" SURVEY RESULTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL 8th GRADERS, N=425

ACTUAL: SAME

DATA COLLECTED:

PLANNED: PRE-TEST RESPONSES ON INTERESTS, "CPP" SURVEY RESULTS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 119 **LANCASTER CITY SCHOOLS**

PROJECT GOAL: Eighth-grade students will know the importance of career options and programs at L.H.S.

GOAL JUSTIFICATION: Junior high school teachers conduct career exploration activities each year. It has been found that the students have very little first-hand knowledge of the world of work. Visiting the vocational labs at L.H.S. will allow students to witness various career fields and to obtain hands-on experience in several skilled areas: drafting, machine shop, electronics, cosmetology, auto mechanics, and three business programs.

PROGRAM NARRATIVE: There were three projects in this grant. These projects are presented here in chronological order. A slide program and talk presented to all sophomores giving an overview of the vocational programs at Lancaster High School, the objective being to increase the participant's knowledge of facts related to these programs and the opportunities they represent. A slide program and oral presentation given to all freshmen to relate their differential aptitude test scores to vocational offerings at Lancaster High School and to various careers, the objective being to aid the students in selecting vocational programs and careers wisely in light of demonstrated aptitudes. And, finally, middle school students were invited to visit our vocational classes in order to supplement their classroom teachers "World of Work" career education units, our objective being to give students insight into several ways adults earn a living, skills and aptitudes needed on these jobs, working conditions as indicated by conditions existing in vocational labs, and opportunities for vocational education at Lancaster High School.

Each of these activities were successfully completed and enthusiastically received by students and teachers involved. Objective data indicates various amounts of success, but subjective responses from students, parents, and teachers were 100 percent positive.

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          OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                    |
| VEPD_CODE:       119    SCHL_NAME: LANCASTER CITY SCHOOLS          |
| BUDGET_AMT: $        5000                                          |
|                                                                    |
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                        STUDENT OUTCOMES
                        ----------------

OUTCOME_1: LEARN SEVERAL WAYS THAT ADULTS EARN A LIVING     GRADE        9
CODE:          8 EXPECTED NO.       450 ACTUAL NO.       92

OUTCOME_2: GROWTH IN KNOWLEDGE OF APTITUDES/RELATION TO CAREE GRADE      9
CODE:          6 EXPECTED NO.       450 ACTUAL NO.       451

OUTCOME_3: KNOW RELEVANT FACTS ABOUT APPROPO VOC. ED. PROGs   GRADE      9
CODE:          6 EXPECTED NO.       450 ACTUAL NO.       69

OUTCOME_4:                                                  GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_5:                                                  GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_6:                                                  GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_7:                                                  GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_8:                                                  GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_9:                                                  GRADE        0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: COORDINATE VISITS TO VOC. ED. LABS AT H.S. CODE: 6

ACTIVITY_2: ADMINISTER KNOWLEDGE/INTEREST SURVEY CODE:

ACTIVITY_3: CONDUCT VOC. ED. ORIENTATION PROGRAM CODE: 1

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	4668	$	4668	$	0
TRAVEL	$	88	$	88	$	0
EQUIPMENT	$	244	$	244	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	5000	$	5000	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST TEST DESIGN EVLAUATION OF VOC. ED. PROG. KNOWLEDGE

ACTUAL: SAME, PLUS REVIEW OF ENROLLMENT APPLICATIONS

WHO EVALUATED:

PLANNED: ALL 8th GRADERS, N=450

ACTUAL: SAME--ALTHOUGH, N=150

DATA COLLECTED:

PLANNED: TEST RESPONSES ON VOC. ED. PROG. KNOWLEDGE

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% OF STUDENTS ACHIEVE 50% IMPROVEMENT FROM PRE- TO POST-TEST

ACTUAL: 96% OF SAME

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POSTSECONDARY INSTITUTIONS

DATA REPORTING

VEPD: 302

PROJECT GOAL I:

New students will learn of college structure, services and policies through orientation programs at the beginning of each term.

GOAL JUSTIFICATION:

The freshman drop out rate relates to the comfort-level of the students at his/her chosen institution.

All new students, after having completed an orientation program including the structure, policies and services of college, will identify their needs for services available at the college using the OCAS Services Quiz. This will demonstrate their knowledge of the policies & structure using the OCAS True-False Quiz.

PROGRAM NARRATIVE:

Orientation sessions were held each quarter to help new students learn the college set-up, its policies and student services. It was determined that this information and the students' contact with a counselor at the beginning of the term would increase their comfort-level. Also, the students would be able to identify a resource person if or when a problem were to arise during the term.

During the orientation, students were given a copy of the Student Handbook which was developed during FY88. These were in greater demand than we anticipated. Each term, some students who could not attend the orientation asked for them; other currently-enrolled students also asked for copies. Last summer, 400 handbooks were printed. About 50 more were run off when they ran out.

Two instruments were used for those students who attended the orientation sessions to test their knowledge of information given in the session. The first focused on the services offered to students by the college or by the university. Students were asked to identify 3 services that they expected to use and 3 that they expected not to need. The second instrument is a True-False quiz testing specific information about procedures and the locations of specific offices. A copy of each is attached.

In September the two sessions which were conducted attracted about 40 students of whom 27 filled out the OCAS Services survey. Twenty-eight students completed the True-False Quiz. It was our goal that 80% of them wold get a score of 70% or better. Twenty-one of the 28 were successful. Although that number fell one short of 80%, none got less than 60%.

Percent	100	90	80	70	60
Number	2	5	6	8	7

The lower scores are a reflection of the informal, rolling format necessitated by an orientation that allowed for the students arriving and leaving during the two-hour period. Since these are adults who come to the college from work, a rigid format would not be appropriate.

Thirty-two Student Handbooks were distributed.

In December, orientation for Winter quarter took place. Twenty-four students registered, 17 attended orientation and collected the handbook. Nine of the attendees participated in the survey.

Percent	100	90	80	70	60
Number	1	4	2	1	1

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                       |
| VEPD_CODE:          302     SCHL_NAME: UNIVERSITY OF CINCINNATI      |
| BUDGET_AMT: $         12150                                           |
|_______________________________________________________________________|


                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: IDENTIFY NEEDS FOR SERVICES AT THE COLLEGE      GRADE        13
CODE:            3 EXPECTED NO.        45 ACTUAL NO.      47

OUTCOME_2: KNOW THE POLICIES/STRUCTURE OF THE COLLEGE      GRADE        13
CODE:            0 EXPECTED NO.        36 ACTUAL NO.      32

OUTCOME_3: DEVELOP CAREER PLANNING SKILLS                  GRADE        13
CODE:            9 EXPECTED NO.        24 ACTUAL NO.      32

OUTCOME_4:                                                 GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

OUTCOME_5:                                                 GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

OUTCOME_6:                                                 GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

OUTCOME_7:                                                 GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

OUTCOME_8:                                                 GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0

OUTCOME_9:                                                 GRADE         0
CODE:            0 EXPECTED NO.         0 ACTUAL NO.       0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT STUDENT ORIENTATION SESSIONS CODE: 1

ACTIVITY_2: CONDUCT CAREER PLANNING WORKSHOPS CODE: 5

ACTIVITY_3: PROVIDE INDIVIDUAL COUNSELING OPPORTUNITIES CODE: 3

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 11979	$ 11979	$ 0
TRAVEL	$ 75	$ 58	$ -17
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 196	$ 213	$ 17
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 12150	$ 12150	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST TEST ON COLLEGE RESOURCES AND CAREER PLANNING SKILLS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, FROSH. PART-TIME EVENING, OUT1 & 2=45, OUT3=30

ACTUAL: SAME, ALTHOUGH-- OUT1 & 2=40, OUT3=32

DATA COLLECTED:

PLANNED: TEST RESPONSES

ACTUAL: SAME

RITERIA USED:

PLANNED: 80% OF STUDENTS ACHIEVE 70% ACCURACY ON ALL OUTCOMES

ACTUAL: SAME

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VEPD: 400

PROJECT GOAL:

Non-traditional women students (being defined as over 21 years of age) will develop mid-career job search skills and will clarify career goals.

GOAL JUSTIFICATION:

Lorain County Community College Fall enrollment in 1987-88 was composed of 63% female students. This represents a 5% rise in Fall Quarter female enrollment over the past 5 years. 75% of this female student group are 21 years of age or older. The composite profile of a typical LCCC female student is: 29 years old, a parent and a part- or full-time employee. The focus of the grant this year is to address specific needs of this expanding population of students which we serve.

All new female students signing up for credit courses winter and spring quarter 1988-89 (approximately 700 students on 87-88) were informed by a mailed brochure of the special services and programs available to them on campus. They were invited to call or stop in at the "Women's Link" office for further information. Data will be gathered by the Women's Link secretary on how many students responded to this mailing.

PROGRAM NARRATIVE:

To ascertain whether our Counseling Course "Career Development" was assisting non-traditional students to clarify their career goals the counseling staff members teaching each section of the class throughout the 1988-89 academic year assessed the clarity of each student's career goal and the relationship of the reasons given for the career selection at the end of each 10 week course. There were 5 career development classes during the fall quarter, 3 during the winter quarter and just 1 during spring quarter. Non-traditional students made up 1/3 of the total enrollment in these 9 classes. The short answer instrument "My Career Goal" was used at the last week of each quarter and answers were evaluated by the instructor of each class section.

The findings indicated that the 10 week career development class offered through the counseling department is extremely effective in assisting non-traditional students clarify their career goals based on the knowledge gained about their interests, skills, needs and educational and lifestyle desires.

VEPD: 401

PROJECT GOALS:

1. Job Search Strategy Workshops.
2. Resume Workshops.
3. Interviewing Workshops.
4. Career planning for the "Undecided Student".

GOAL JUSTIFICATION:

1. Although many students complete their college degree, a considerable number of graduates are not prepared to enter the labor market because they are unaware of how to develop a job search strategy. The target population will be potential 1989 graduates.

2. The Resume Workshop will be available to any student on campus; however, a special effort will be put forth to encourage students who will be graduating in 1989 to be participants in the Resume Workshop.

3. Since the "interview" is a critical step in the job search process, helping students develop their interviewing skills is an important function of the Career Planning and Placement Office. The Interviewing Workshop will be available to anyone on campus with special emphasis directed toward the potential 1989 graduates. 75% of the participants will be able to list the 3 steps in interview preparation: research the company, conceptualize the position, and articulate competencies.

4. Current estimates range from 20 to 50 percent of the students entering college are undecided about their major. 75% of the undecided college students that participate in the Career Planning Program by utilizing SIGI-PLUS/Discover, Harrington O'Shea, and the Ohio Career Information Systems, will be able to identify 3 careers and choose a college major in relationship to his/her interests, values, and skills as determined by a test.

PROGRAM NARRATIVE:

1. Job Search Strategy Workshop materials used by the facilitator were primarily taken from the College Placement Council's Notebook on Job Search Strategies.

How to use State Industrial Directories in the job search process was also covered in the workshop. The main topics covered in the workshop were: Job Search Barometer and Twenty Job Search Strategies. 75% of participants were expected to achieve outcomes.

2. 106 students participated in 14 workshops on Cover Letter/Resume writing. Upon completion, students submitted a rough draft of the cover letter and resume to be typed on the laser printer.

75% of workshop participants will be able to list 6 attributes that the nation's top recruiters have identified as being important when developing his/her cover letter and resume.

3. 7 Interview Workshops were held throughout the year, each lasting about 4 hours. Of estimated 60 students participating, 75% of those were expected to be able to list the 3 steps in Interview Preparation.

Students were informed about the importance of and how to research companies by using various directories such as Moody's, Thomas Register, Standard and Poor's, etc. Students were informed about the hiring process in relationship to the candidate's role versus employer's role. Students were asked to set goals for the interview and nonverbal/communication during the interview was also discussed. A video tape was shown stressing positive and negative aspects of different types of interviews. Pre-employment Law relating to type of questions that an interviewer can legally ask was also covered. Role playing and mock interviewing was done in the classroom.

4. Students that wanted to participate in the Career Planning Program were asked to complete the following forms: (1) Career Planning Questionnaire, (2) Career Decision Scale, and (3) Career Decision Making System. These forms were used to gather biographical information, determine where a student is in relationship to his/her career planning and allow the student to look at his/her values, interests, and skills on paper.

83% or 50 of the 60 participants that completed the Career Evaluation Form were able to identify 3 careers and choose a college major in relationship to his/her interest, values, and skills.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                        |
| VEPD_CODE:        401     SCHL_NAME: SHAWNEE STATE UNIVERSITY          |
| BUDGET_AMT: $       20250                                              |
|                                                                        |
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                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: LIST 6 ATTRIBUTES IMPORTANT TO RESUME/COVER LETTER GRADE       0
CODE:          12 EXPECTED NO.        75 ACTUAL NO.        43

OUTCOME_2: IDENTIFY 4 JOB SEARCH STRATEGIES                   GRADE       0
CODE:          12 EXPECTED NO.        75 ACTUAL NO.        44

OUTCOME_3: LIST 3 STEPS IN INTERVIEW PROCESS                  GRADE       0
CODE:          12 EXPECTED NO.        45 ACTUAL NO.        54

OUTCOME_4: IDENTIFY 3 CAREERS/CHOOSE APPROPO COLLEGE MAJOR    GRADE       0
CODE:           6 EXPECTED NO.        75 ACTUAL NO.        50

OUTCOME_5:                                                    GRADE       0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_6:                                                    GRADE       0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_7:                                                    GRADE       0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_8:                                                    GRADE       0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_9:                                                    GRADE       0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT RESUME/COVER LETTER WORKSHOP CODE: 1

ACTIVITY_2: REVIEW RESUMES/COVER LETTERS CODE: 3

ACTIVITY_3: CONDUCT JOB SEARCH STRATEGY WORKSHOP CODE: 1

ACTIVITY_4: CONDUCT JOB INTERVIEW WORKSHOP CODE: 1

ACTIVITY_5: CONDUCT CAREER PLANNING WORKSHOPS CODE: 1

ACTIVITY_6: ASSIST IN COMPERTIZED CAREER PLANNING SYSTEMS CODE: 9

ACTIVITY_7: CONDUCT INDIVIDUAL COUSELING SESSIONS CODE: 3

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	0	$	1540	$	1540
TRAVEL	$	550	$	167	$	-383
EQUIPMENT	$	4820	$	8655	$	3835
SUPPLIES	$	11901	$	9917	$	-1984
CONTRACTS	$	2978	$	229	$	-2749
OTHER	$	0	$	0	$	0
TOTAL	$	20250	$	20507	$	257

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST, PRE- AND POST-TESTS, EVALUATION INSTR., WRITTEN ASSIGN

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N WORKSHOP PARTICIPANTS, ALL GRADES, OUT1,2 &4=100, OUT3=60

ACTUAL: SAME--ALTHOUGH, OUT1=67, OUT2=49, OUT3=68, OUT4=60

DATA COLLECTED:

PLANNED: TEST RESPONSES, EVALUATION RESULTS, WRITTEN ASSIGNMENTS

ACTUAL: SAME, ALTHOUGH ADD CAREER QUEST., DECSION SCALE, CDM SYSTEM

CRITERIA USED:

PLANNED: 75% OF STUDENT PARTICIPANTS ACHIEVE 100% ACCURACY ON STANDARDS

ACTUAL: X% OF SAME MEET CRITERIA, OUT1=64%, OUT2=90%, OUT3=79%, OUT4=83%

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VEPD: 402

PROJECT GOAL:

To give students of the "computer generation" a vehicle to assist them in developing a meaningful and realistic job objective. Individual students will acquire self-assessment skills, career planning skills, and career making skills.

GOAL JUSTIFICATION:

The goal was selected because there are students who need assistance in developing these skills. It was also selected because there was previous institutional success using "user friendly" software and PC's (COIN SYSTEM) to deliver career information.

The strategy to accomplish this goal is to guide students through the "Career Navigator" software program.

PROGRAM NARRATIVE:

All participants were given the pre-test. All participants were highly motivated at the beginning of the project; however, several of the volunteers had little or no keyboarding skills which made this already time consuming project impossible. Some participants began using Career Navigator because they were unemployed and wanted to enhance their job seeking skills. These participants stopped using Career Navigator when they found employment, always attributing their success to Career Navigator.

At the completion of the Career Navigator Project participants were asked to discuss their resumes with their counselor.

The general consensus of Career Navigator users is positive. Participants seemed to have developed a new self-confidence after completing the project. They seemed less frightened of the job search process.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

 ---------------------------------------------------------------------
| VEPD_CODE:        402     SCHL_NAME: LAKELAND COMMUNITY COLLEG      |
| BUDGET_AMT: $       7787                                             |
|---------------------------------------------------------------------|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: INCREASE JOB SEARCH KNOWLEDGE BASE          GRADE          0
CODE:           4 EXPECTED NO.      72 ACTUAL NO.     17

OUTCOME_2:                                              GRADE          0
CODE:           0 EXPECTED NO.       0 ACTUAL NO.      0

OUTCOME_3:                                              GRADE          0
CODE:           0 EXPECTED NO.       0 ACTUAL NO.      0

OUTCOME_4:                                              GRADE          0
CODE:           0 EXPECTED NO.       0 ACTUAL NO.      0

OUTCOME_5:                                              GRADE          0
CODE:           0 EXPECTED NO.       0 ACTUAL NO.      0

OUTCOME_6:                                              GRADE          0
CODE:           0 EXPECTED NO.       0 ACTUAL NO.      0

OUTCOME_7:                                              GRADE          0
CODE:           0 EXPECTED NO.       0 ACTUAL NO.      0

OUTCOME_8:                                              GRADE          0
CODE:           0 EXPECTED NO.       0 ACTUAL NO.      0

OUTCOME_9:                                              GRADE          0
CODE:           0 EXPECTED NO.       0 ACTUAL NO.      0
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PROGRAM ACTIVITIES

ACTIVITY_1:	ADMINISTER PRE-TEST OF JOB SEARCH KNOWLEDGE	CODE:	8
ACTIVITY_2:	PROVIDE "CAREER NAVIGATOR" COMPTERIZED PROGRAM	CODE:	5
ACTIVITY_3:	ADMINISTER POST-TEST OF KNOWLEDGE	CODE:	8
ACTIVITY_4:		CODE:	0
ACTIVITY_5:		CODE:	0
ACTIVITY_6:		CODE:	0
ACTIVITY_7:		CODE:	0
ACTIVITY_8:		CODE:	0
ACTIVITY_9:		CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	1427	$	1688	$	261
TRAVEL	$	300	$	353	$	53
EQUIPMENT	$	4635	$	5101	$	466
SUPPLIES	$	1425	$	1676	$	251
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	7787	$	8818	$	1031

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST TEST ON KNOWLEDGE GAINED

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, ALL STUDENTS, N=80

ACTUAL: SAME--ALTHOUGH, N=40

DATA COLLECTED:

PLANNED: TEST RESPONSES ON JOB SEARCH KNOWLEDGE

ACTUAL: SAME

CRITERIA USED:

PLANNED: 90% OF STUDENT PARTICIPANTS ACHIEVE 50% INCREASE IN KNOWLEDGE

ACTUAL: 42.5% OF SAME AT 50% STANDARD

ADVISORY COMITTEE T

VEPD: 403

PROJECT GOAL:

Undecided students (defined as students who have not selected a program major or career) will analyze their career-related personality traits and will identify, examine and select courses that match their occupational personalities.

They will examine labor market data pertaining to shifting economic trends, job outlooks and local employment projects and will incorporate this information into their career selection.

These students will identify 3 - 5 careers with better than average long-term potential for employment.

Unemployed workers and workers with vulnerable skills will be aided in their vocational transitions.

GOAL JUSTIFICATION:

Approximately 600 students per year register as undecided having indicated "undecided status" on the ASSET Program Planning Form. Additional undecided students are referred to the Career Planning and Placement Center from career planning courses, adult reentry office and through self-referral.

150 undecided students, after using the career information module of DISCOVER and the Ohio Career Information System will obtain labor market information from the Ohio Bureau of Employment Services (and other sources) and incorporate this information into their career decision-making as evidenced by information included on a worksheet in the Student Workbook. Also, after using the "Learning About Yourself" and "Learning About Occupations" modules of DISCOVER and Ohio Career Information System, these students will use their newly acquired self-awareness of their interests/abilities/values, identify 3 - 5 careers with better than average long-term potential for future exploration.

Then, the 150 undecided students after using the job search module of DISCOVER and the Ohio Career Information System, will obtain information (work environment, relationship to people, data and things; education level, etc.)on 3 - 5 jobs as evidenced by data written on a worksheet in the Student Workbook.

These selected careers will be assessed by the project counselor in cooperation with the paraprofessionals as suitable or unsuitable based on the World-of-Work region congruence.

Undecided students were identified through ASSET Success Seminars (orientation and testing sessions for new students), referrals from Career Center staff and other Sinclair personnel, and word-of-mouth. Vulnerable and unemployed workers were identified through contacts with business and industry and agencies and training programs that serve the unemployed.

150 undecided students, after using the self-assessment module of DISCOVER, inventoried their interests, clarified their values, assessed their skills and surveyed their life experiences to identify suitable occupations evidenced by including information from software printouts and writing suitable responses on a worksheet in the Student Workbook.

Students entered the program throughout the academic term. They were evaluated approximately 11-12 weeks after the initial contact.

50 undecided students were contacted, assessed and tracked. Results were judged as successful if students developed vocational self-awareness, could relate their traits to explore and ultimately choose. Of the 50 students served, 21 (42%) were judged to make appropriate career choices, 13 (25%) inappropriate choices, and 16 (32%) were still deciding when followed-up.

Undecided students should not be regarded as deviant. To remain in undeclared status for one or two quarters may be valuable for many to allow for career exploration activities since career development, like many major life tasks, is a developmental process rather than a disease to be cured.

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               OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                         |
| VEPD_CODE:       403    SCHL_NAME: SINCLAIR COMMUNITY COLLEG            |
| BUDGET_AMT: $      12150                                                |
|                                                                         |
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                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: INVENTORY INTERESTS,ASSESS SKILLS, CLARIFY VALUES  GRADE      0
CODE:          8 EXPECTED NO.       150 ACTUAL NO.        37

OUTCOME_2: EXPLORE 3 JOBS APPROPO TO INTEREST,ABILITY, VALUES GRADE      0
CODE:         12 EXPECTED NO.        50 ACTUAL NO.        38

OUTCOME_3:                                                    GRADE      0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_4:                                                    GRADE      0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_5:                                                    GRADE
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_6:                                                    GRADE      0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_7:                                                    GRADE      0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_8:                                                    GRADE      0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_9:                                                    GRADE      0
CODE:          0 EXPECTED NO.         0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT GROUP COUNSELING SESSIONS	CODE:	3
ACTIVITY_2:	DEMONSTRATE OCIS SYSTEM	CODE:	9
ACTIVITY_3:	ADMINISTER "DISCOVER" SELF-ASSESSMENT SYSTEM	CODE:	8
ACTIVITY_4:	CONDUCT INDIVIDUAL COUNSELING SESSIONS	CODE:	3
ACTIVITY_5:		CODE:	0
ACTIVITY_6:		CODE:	0
ACTIVITY_7:		CODE:	0
ACTIVITY_8:		CODE:	0
ACTIVITY_9:		CODE:	0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	10006	$	10052	$	46
TRAVEL	$	185	$	139	$	-46
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	1959	$	1959	$	0
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	12150	$	12150	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: ASSESS "PLAN OF ACTION" SHEETS IN WORKBOOK

ACTUAL: SAME

WHO EVALUATED:

PLANNED: OUT1=150 UNDECIDED STUDENTS, OUT2=50 UNEMPLOYED WORKERS

ACTUAL: SAME--ALTHOUGH, OUT1=50, OUT2=50

DATA COLLECTED:

PLANNED: COUNSELOR ASSESSMENTS OF WORKSHEETS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% OF PARTICIPANTS COMPLETE 50% OF WORKBOOK ASSIGNMENTS

ACTUAL: X% OF SAME COMPLETE STANDARD, OUT1=74%, OUT2=76%

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VEPD: 405

PROJECT GOAL:

All new students will learn their achievement levels in reading, math and language by taking a required ASSET assessment program and register for courses commensurate with their achievement levels.

New students will be able to correctly relate achievement levels to goal choices based on previously developed instruments and processes.

GOAL JUSTIFICATION:

All new first time enrolling students, after completing the ACT ASSET Assessment program will know their achievement levels in reading, math and language usage. Then a home developed test administered at the end of each assessment session will clarify and relate these levels to course and program selection

Because the entering student population varies from recent high school graduates to older adults, a standardized method of determining achievement levels in math, reading and language usage is necessary. Concentration on this aspect in this year will dovetail with previous program years in which interest determination was emphasized.

PROGRAM NARRATIVE:

The students took the ASSET Testing and Advising System through the Counseling Office. Counselors would discuss results and at the end of the session the students would take a home developed test to determine the results in relation to course and program selection. This was developed at the end of discussion sessions between counselor and student pertaining to results from the ASSET test of entry level skills in math, reading and language usage. End of year file searches were conducted for overall final results.

Of the 202 students, 90 tested in with scores over 60% in all three areas of the ASSET. Of the 90 students, 72 actually enrolled in classes for Spring 1989. Of the 72 students, 5 did not pass one or more classes. Thus, 93% of the students with scores of over 60% passed and completed their courses.

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          OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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| VEPD_CODE:        405     SCHL_NAME: EDISON STATE COMM. COLLEG         |
| BUDGET_AMT: $        4000                                              |
|                                                                        |
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                        STUDENT OUTCOMES
                        ----------------

OUTCOME_1: KNOW ACHIEVEMENT LEVELS/RELATE TO COURSE SELECTION GRADE      0
CODE:             4 EXPECTED NO.       1800 ACTUAL NO.        202

                                                         GRADE           0
OUTCOME_2:
CODE:             0 EXPECTED NO.          0 ACTUAL NO.        0

                                                         GRADE           0
OUTCOME_3:
CODE:             0 EXPECTED NO.          0 ACTUAL NO.        0

                                                         GRADE           0
OUTCOME_4:
CODE:             0 EXPECTED NO.          0 ACTUAL NO.        0

                                                         GRADE           0
OUTCOME_5:
CODE:             0 EXPECTED NO.          0 ACTUAL NO.        0

                                                         GRADE           0
OUTCOME_6:
CODE:             0 EXPECTED NO.          0 ACTUAL NO.        0

                                                         GRADE           0
OUTCOME_7:
CODE:             0 EXPECTED NO.          0 ACTUAL NO.        0

                                                         GRADE           0
OUTCOME_8:
CODE:             0 EXPECTED NO.          0 ACTUAL NO.        0

                                                         GRADE           0
OUTCOME_9:
CODE:             0 EXPECTED NO.          0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER "ASSET" TESTING/COUNSELING SYSTEM	CODE:	8
ACTIVITY_2: CONDUCT INDIVIDUAL COUNSELING SESSIONS	CODE:	3
ACTIVITY_3:	CODE:	0
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 4000	$ 4000	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 4000	$ 4000	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: CORRELATE RESULTS OF "HOME TEST' WITH "ASSET" RESULTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL NEWLY ENROLLED STUDENTS, N=1800

ACTUAL: SAME--ALTHOUGH, N=202

DATA COLLECTED:

PLANNED: TEST/ASSESSMENT RESULTS, COURSE SELECTIONS, ACHIEVEMENT SCORES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 500

PROJECT GOAL:

Students will develop the knowledge needed to make appropriate decisions for course(s) selection to be successful in their academic major and career development.

Information gathered over previous years indicates that new students have little insight into what is needed to be successful in achieving career success through coursework. This was due to a lack of self-assessment and career decision-making skills.

GOAL JUSTIFICATION:

The need to provide students with the necessary skills to increase their opportunity to be successful in their academic pursuit and consequently in their career development, has led to the development of proper assessment and career information. After much investigation, the Asset instrument, created by ACT, was chosen as our assessment tool and Discover, also by ACT, was chosen as the basis for career planning and decision making.

PROGRAM NARRATIVE:

All matriculating students (1799 for Fall and 552 for Spring) were assessed for skills in reading, writing and math through a 4-hour Success Seminar using the ACT Asset tests. Based on the results, each student was advised in choosing proper entry level courses and provided with the fundamental skills needed to be successful in their academic pursuits.

Where evidence showed the need for further development of career decision-making skills, the student was introduced to DISCOVER to assist in reaching his/her goal.

Overall, the College enrolled 1506 students based on the assessment process. Of that number, 1,355 (75%) were successful (C or better) in the classroom. Of that number, 1,106 (61%) returned for the Spring Semester. This came as a shock to us since it represents a difference of 7.8% over the previous year and falls below our objective by 4%. Because of this result, it will cause us to focus our energies beyond the assessment/advising process for the next year and will be reflected in the new Grant proposal.

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                    OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                       |
| VEPD_CODE:        500     SCHL_NAME: MICHAEL J. OWENS TECH            |
| BUDGET_AMT: $       19156                                             |
|                                                                       |
|_______________________________________________________________________|


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: KNOW ACHIEVEMENT LEVELS/RELATE TO COURSE SELECTION GRADE          0
CODE:             4 EXPECTED NO.        1600 ACTUAL NO.        1506

OUTCOME_2:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER "ASSET" TESTING/ASSESSMENT SYSTEM CODE: 8

ACTIVITY_2: ADMINISTER "DISCOVER" CAREER PLANNING SYSTEM CODE: 9

ACTIVITY_3: CONDUCT GROUP COUNSELING PROGRAM CODE: 1

ACTIVITY_4: CONDUCT INDIVIDUAL COUNSELING SESSIONS CODE: 3

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	13640	$	13640	$	0
TRAVEL	$	250	$	200	$	-50
EQUIPMENT	$	0	$	0	$	0
SUPPLIES	$	5266	$	5316	$	50
CONTRACTS	$	0	$	0	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	19156	$	19156	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: MEASURE INCREASE IN COMPLETION/RETENSION RATES AMONG MATRICULATOR

ACTUAL: SAME

WHO EVALUATED:

PLANNED: ALL NEWLY MATRICUALTED STUDENTS, N=1600

ACTUAL: SAME--ALTHOUGH, N=1506

DATA COLLECTED:

PLANNED: COURSE COMPLETION RATES AND FOLLOWING SEMESTER RETENSION RATES

ACTUAL: SAME

CRITERIA USED:

PLANNED: 5 -10% INCREASE IN BOTH COMPLETION/RETENSION RATES

ACTUAL: ACHIEVED STANDARD IN COMPLETION, NOT SO FOR RETENSION

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VEPD: 501

PROJECT GOAL:

All JTPA-eligible students participating in the Career Planning Program will objectively identify their occupational interests, aptitudes, values and experiences and will correctly relate those to a technical program selection and occupation as evidenced by the actual program and occupation selection at the end of the Career Planning Program.

GOAL JUSTIFICATION:

The technical program and occupation selection component of the guidance program will contain activities which will enable the students to more objectively understand themselves and to relate those understandings to a technical program and occupation selection. The program content will consist of a career planning assessment, use of a computerized career guidance and information system and individual conferences to determine how the students' interests, aptitudes, values and experiences match with program and occupational selections. A final objective selection of program and occupation will be used to evaluate the students' correct choices. Other program components will be added to this part of the guidance program in the form of outcomes dealing with abilities and achievements/discussions.

PROGRAM NARRATIVE:

Eighty-five new undecided JTPA-eligible students were identified via the Career Planning Form for Advising as being in need of career planning assistance. This was done at new student orientations on 5 days in 9/88, on 12/13/88, 3/14/89 and 6/01/89.

On August 18, October 25, and December 14, 1988, the Career Planning Program (CPP) was administered to these and other new (& prospective JTPA- eligible students). The CPP was also administered on February 15, April 19, and June 21, 1989.

Approximately 5 to 6 weeks following each CPP administration a group interpretation was given. Individual counseling sessions were held for those needing such assistance. Each of the 85 students investigated occupations via the computerized career guidance program, DISCOVER, on campus.

75% (63) generated at least 5 occupations related to their technical program. 21% (17) of the students were able to relate 3 occupations to their technical programs, and 4% (3) found no occupations related to their technical program selection within the World-of-Work Regions/Job Families generated from the CPP.

Eighty-five students actually participated in the program. 75% of those were expected to achieve the goal. The basic goal was exceeded.

By comparing our expected outcomes with the evaluated outcome, we are able to assert that the program outcome was reasonable, achievable, and measurable. Also, by approaching the program from a goal/outcome orientation we are able to more effectively structure our approaches to provide a more meaningful educational experience for the program participation.

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            OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                         |
| VEPD_CODE:        501      SCHL_NAME: MUSKINGUM AREA TECH              |
| BUDGET_AMT: $        4050                                               |
|                                                                         |
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                         STUDENT OUTCOMES
                         ----------------

OUTCOME_1: MATCH INTEREST/VALUES/APTITUDES WITH COURSE/OCCs   GRADE        0
CODE:             6 EXPECTED NO.        70 ACTUAL NO.        75

OUTCOME_2:                                                     GRADE        0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_3:                                                     GRADE        0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_4:                                                     GRADE        0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_5:                                                     GRADE        0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_6:                                                     GRADE        0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_7:                                                     GRADE        0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_8:                                                     GRADE        0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.        0

OUTCOME_9:                                                     GRADE        0
CODE:             0 EXPECTED NO.         0 ACTUAL NO.        0
```

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER CAREER PLANNING PROGRAM	CODE:	1
ACTIVITY_2: DEMONSTRATE COMPUTERIZED GUIDANCE/INFO SYSTEM	CODE:	9
ACTIVITY_3: CONDUCT INDIVIDUAL COUNSELING SESSIONS	CODE:	3
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4050	$ 4050	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 4050	$ 4050	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: REVIEW ASSESSMENT RESULTS VS. COURSE SELECTION AND CAREER CHOICE

ACTUAL: SAME

WHO EVALUATED:

PLANNED: JTPA-ELIGIBLE FIRST YEAR STUDENTS, N=70

ACTUAL: SAME--ALTHOUGH, N=75

DATA COLLECTED:

PLANNED: ASSESSMENT RESULTS, COURSE SELECTIONS, CAREER OBJECTIVES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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OHIO GUIDANCE PROGRAM GRANT EVALUATION

VEPD_CODE: 501 SCHL_NAME: MUSKINGUM AREA TECH COLLE
BUDGET_AMT: $ 4050

STUDENT OUTCOMES

OUTCOME_1: MATCH INTEREST/VALUE/APTITTUDE WITH COURSE/OCCs GRADE 0
CODE: 6 EXPECTED NO. 70 ACTUAL NO. 63

OUTCOME_2: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_3: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_4: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_5: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_6: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_7: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_8: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_9: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER CAREER PLANNING ASSESSMENT PROGRAM CODE: 1

ACTIVITY_2: DEMONSTRATE COMPUTERIZED GUIDANCE AND INFO. SYS. CODE: 9

ACTIVITY_3: CONDUCT INDIVIDUAL COUNSELING SESSIONS CODE: 3

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 4050	$ 4050	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 4050	$ 4050	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: COMPARING ASSESSMENT RESULTS WITH COURSE SELECTIONS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: JTPA-ELIGIBLE FIRST -YEAR STUDENTS, N=70

ACTUAL: SAME--ALTHOUGH, N=85

DATA COLLECTED:

PLANNED: ASSESSMENT RESULTS AND COURSE SELECTIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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#                                              #
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VEPD: 502

PROJECT GOAL:

To assist students in the appraisal of their potentials and limitations so that students will know how to make realistic life and career decisions.

GOAL JUSTIFICATION:

ASSET provides students with information about their basic skills in math, language usage, and reading. Also, on item 22 of the ASSET Educational Form ("Would You Like Help?") students report assistance they may need to include choosing a major and/or finding work, etc. With this knowledge and access to career information about themselves and the labor market upon which to make more realistic life and career decisions.

All students enrolled for the classroom course(s) College Success Skills and/or Career Life Planning after using the Harrington O'Shea Inventory and the Ohio Career Information System (OCIS) will be able to identify 3 careers in relationship to his/her interests, values and abilities as evidenced by their completion of a career action plan and/or career decision inventory.

PROGRAM NARRATIVE:

The OCIS (Ohio Career Information System) was purchased and was housed in 6 sites on campus. Training sessions were implemented.

The grant coordinator developed the pre- and post-tests used to evaluate the students' career planning/career decision-making progress. The coordinator also worked with the instructors of the College Success Skills and Career/Life Planning courses to coordinate the implementation of the grant activities.

Students also had the opportunity to meet with individuals within one of their career choices in an informational interview.

All of the 100 students enrolled in the College Success Skills and Career/Life Planning courses during the Winter and Spring 89 quarters were expected to achieve the specified outcome.

The grant coordinator, instructors, and all personnel involved with the project deemed it quite successful in helping students make effective career decisions and achieve their educational and career goals. It was a positive experience for all.

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            OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                    |
| VEPD_CODE:        502     SCHL_NAME: COLUMBUS STATE COLLEGE        |
| BUDGET_AMT: $       31463                                          |
|____________________________________________________________________|


                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: MATCH 3 CAREERS WITH INTERESTS/VALUES/ABILITIES    GRADE          0
CODE:              6 EXPECTED NO.         100 ACTUAL NO.          97

OUTCOME_2:                                                    GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_3:                                                    GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_4:                                                    GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_5:                                                    GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_6:                                                    GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_7:                                                    GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_8:                                                    GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.           0

OUTCOME_9:                                                    GRADE          0
CODE:              0 EXPECTED NO.           0 ACTUAL NO.           0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT INSERVICE ON OCIS SYSTEM CODE: 11

ACTIVITY_2: DEMONSTRATE OCIS SYSTEM TO STUDENTS CODE: 9

ACTIVITY_3: CONDUCT CAREER/LIFE PLANNING PROGRAM CODE: 1

ACTIVITY_4: CONDUCT INDIVIDUAL COUNSELING SESSIONS CODE: 3

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 0	$ 0	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED:

ACTUAL:

WHO EVALUATED:

PLANNED:

ACTUAL:

DATA COLLECTED:

PLANNED:

ACTUAL:

CRITERIA USED:

PLANNED:

ACTUAL:

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                           |
| VEPD_CODE:         502     SCHL_NAME: COLUMBUS STATE COLLEGE              |
| BUDGET_AMT: $        31463                                                |
|                                                                           |
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                             STUDENT OUTCOMES
                             ----------------

OUTCOME_1: MATCH INTEREST/VALUE/ABILITY WITH APPROPO CAREERS  GRADE         0
CODE:            6 EXPECTED NO.        100 ACTUAL NO.         97

OUTCOME_2:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_3:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_4:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_5:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_6:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_7:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_8:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0

OUTCOME_9:                                                    GRADE         0
CODE:            0 EXPECTED NO.          0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT CAREER PLANNING GROUP SESSIONS CODE: 1

ACTIVITY_2: ADMINISTER CAREER ASSESSMENT INVENTORIES CODE: 8

ACTIVITY_3: DEMONSTRATE OCIS SYSTEM CODE: 9

ACTIVITY_4: CODE: 0

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 24258	$ 25805	$ 1550
TRAVEL	$ 1000	$ 613	$ -387
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 2619	$ 4109	$ 1490
CONTRACTS	$ 3586	$ 0	$ -3586
OTHER	$ 0	$ 936	$ 936
TOTAL	$ 31463	$ 31463	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST-TEST DESIGN, COUSELOR EVALUATIONS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENTS ENROLLED IN CAREER PLANNING COURSE(S), N=100

ACTUAL: SAME--ALTHOUGH, N=109

DATA COLLECTED:

PLANNED: TEST RESPONSES ON INTERESTS, VALUES, ETC., COURSE ACTION PLAN

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOTDESCRIBED

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VEPD: 503

PROJECT GOAL:

Undecided college students will develop and understand the necessary skills and knowledge they need to select a major. There is a continual need for services to help these new students.

GOAL JUSTIFICATION:

After the undecided college student has participated in the career planning program by utilizing the Career Planning Workbook, DISCOVER, OCIS, and the Self-directed Search, the student will be able to identify 3 to 5 careers and choose a college major in relationship to his/her interests, values, and skills as evidenced by information written in the Career Planning Workbook (in-house publication).

PROGRAM NARRATIVE:

Undecided students were identified through cards filled out at new student orientations and through a computer search of files identifying students not declaring a major course of study. An introductory letter was sent describing career planning services offered and encouraging students to schedule an appointment for further information.

The response to the initial letter sent to possible career development candidates brought a greater response than expected in terms of the numbers responding to schedule appointments to learn more about the process involved. However, after explaining what would be involved in the process, the number of actual participants dwindled down closer to our initial target of 75 with 82 students actually utilizing the service.

Of the 82 students participating, all worked on a one-on-one with the counselor utilizing DISCOVER, OCIS, and the Self-Directed Search. 72 (89%) of the participants identified their top 3 - 5 career choices, exceeding the expected outcome of 75%. However, only 33 (46%) of the 72 were able to narrow their choice to 1 - the expected outcome being at least 50%.

In evaluating the career service in which they participated it was expected that 75% would display satisfaction with the services offered. However, a greater level of satisfaction was achieved with 92% of the participants indicated that the service was extremely helpful or helpful.

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                 OHIO GUIDANCE PROGRAM GRANT EVALUATION            page 1

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|                                                                        |
| VEPD_CODE:         503     SCHL_NAME: NORTHWESR TECH                   |
| BUDGET_AMT: $        8100                                              |
|                                                                        |
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                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: MATCH INTEREST/VALUES/SKILLS WITH CHOICE OF MAJOR  GRADE          0
CODE:           6 EXPECTED NO.        75 ACTUAL NO.        72

OUTCOME_2:                                                    GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_3:                                                    GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_4:                                                    GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_5:                                                    GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_6:                                                    GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_7:                                                    GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_8:                                                    GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0

OUTCOME_9:                                                    GRADE          0
CODE:           0 EXPECTED NO.         0 ACTUAL NO.         0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT INDIVIDUAL COUNSELING SESSIONS CODE: 3

ACTIVITY_2: ADMINISTER "CAREER JOURNEY INVENTORY" CODE: 8

ACTIVITY_3: CONDUCT "DISCOVER" CDM SYSTEM CODE: 1

ACTIVITY_4: DEMONSTRATE OCIS SYSTEM TO STUDENTS CODE: 9

ACTIVITY_5: ASSIST WITH SELF-DIRECTED SEARCH ACTIVITIES CODE: 3

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

		PLANNED		ACTUAL		DIFFERENCE
PERSONNEL	$	3017	$	3017	$	0
TRAVEL	$	0	$	0	$	0
EQUIPMENT	$	1575	$	1575	$	0
SUPPLIES	$	0	$	0	$	0
CONTRACTS	$	3508	$	3508	$	0
OTHER	$	0	$	0	$	0
TOTAL	$	8100	$	8	$	0

EVALUATION PROCESS

PROCEDURES:

PLANNED: PRE- AND POST TEST DESIGN, COUSELOR REVIEW OF WORKBOOK ACTIVITIES

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENT PARTICIPANTS, "UNDECLARED", N=75

ACTUAL: SAME--ALTHOUGH, N=82

DATA COLLECTED:

PLANNED: TEST RESPONSE ON CAREER PLANNING, EVALUATION OF ACTIVITIES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 504

PROJECT GOAL:

To establish and maintain a system whereby all students expressing some degree of uncertainty about their choice of major will have an opportunity to develop career plans consistent with their interests, abilities, work values and desired life style.

GOAL JUSTIFICATION:

All new, first quarter students, after having completed an Educational Planning Form, will be able to identify the career-related programs/resources available at Hocking Technical College. Evidence of achievement will be determined in technology meeting groups facilitated by technology/advising specialists. Information dissemination followed by question/answer sessions will be conducted. Students will also be given a tour of the Career Resource Center, Central Academic Advising Center and Student Services Center.

PROGRAM NARRATIVE:

Each entering Hocking Technical College student was assessed prior to course enrollment in fall, winter, and spring terms. Beginning in August 1988 and ending in June 1989, these entering students completed assessment. A system was established providing students the opportunity to become aware of, internalize, and participate in programs assisting them to progress educationally and make realistic life and career decisions.

From the total population of beginning students, (N=1200) approximately 250 expressed uncertainty toward their choice of major. These students were contacted by technical advising specialists from the Central Academic Advising Center and provided with information on career-related programs/resources/services. From a target population of 250, 75 accepted on invitation to attend a career services seminar. An in-service workshop was held to train technology advising specialists on basic career counseling techniques during staff development week. The total Project staff consisted of Director of Counseling Services, Coordinator of academic advising and a student services counselor.

An individual, narrative report form generated by the Educational Planning Form was reviewed by each student and a technology advising specialist who facilitated a group of 10 students. The specialists' observations and their recording of the number of uncertain majors served as one evaluation measure. Students accepting the invitation to view resources/services were favorably impressed. 10% chose to come back and use facilities again. Especially popular were the computerized guidance systems and occupational outlook references.

Students scored higher on a post-test of vocational maturity especially in areas relating to vocational information, self-confidence in career decision making, and removing "barriers" to occupational decision-making, e.g., finances, transportation, etc.

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             OHIO GUIDANCE PROGRAM GRANT EVALUATION           page 1

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|                                                                     |
| VEPD_CODE:        504     SCHL_NAME: HOCKING TECH COLLEGE          |
| BUDGET_AMT: $       16200                                           |
|                                                                     |
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                          STUDENT OUTCOMES
                          ----------------

OUTCOME_1: IDENTIFY CAREER-RELATED PROGs AT HTC           GRADE         0
CODE:          6 EXPECTED NO.          0 ACTUAL NO.       1083

OUTCOME_2: LEARN CAREER PROGs/RESOURCES/SERVICES AT HTC   GRADE         0
CODE:          6 EXPECTED NO.          0 ACTUAL NO.         65

OUTCOME_3: MATCH 3 HTC PROGs WITH INTEREST/VALUES/PREFERENCES GRADE     0
CODE:          6 EXPECTED NO.          0 ACTUAL NO.         65

OUTCOME_4: DESCRIBE 3 HTC PROGs BASED ON ASSESSMENT       GRADE         0
CODE:          6 EXPECTED NO.          0 ACTUAL NO.         65

OUTCOME_5: KNOW AREAS ASSOCIATED WITH FORMING VOC. IDENTITY  GRADE      0
CODE:          6 EXPECTED NO.          0 ACTUAL NO.         65

OUTCOME_6: KNOW KEY PROCESSES IN CAREER SELECTION         GRADE         0
CODE:          6 EXPECTED NO.          0 ACTUAL NO.         65

OUTCOME_7:                                                GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_8:                                                GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0

OUTCOME_9:                                                GRADE         0
CODE:          0 EXPECTED NO.          0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT SMALL GROUP ORIENTATION SESSIONS	CODE:	1
ACTIVITY_2: MONITOR GROUP OF BRIEF WRITTEN ASSIGNMENTS	CODE:	5
ACTIVITY_3: ADMINISTER CDM SYSTEM	CODE:	8
ACTIVITY_4: CONDUCT CAREER PLANNING SEMINAR	CODE:	1
ACTIVITY_5: ADMINISTER VOCATIONAL MATURITY ASSESSMENT INSTRU.	CODE:	8
ACTIVITY_6: CONDUCT COUNSELOR INSERVICE	CODE:	11
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 2100	$ 8750	$ 6650
TRAVEL	$ 1500	$ 300	$ -1200
EQUIPMENT	$ 6950	$ 7411	$ 461
SUPPLIES	$ 5650	$ 535	$ -5115
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 16200	$ 16996	$ 796

EVALUATION PROCESS

N

PROCEDURES:

PLANNED: REVIEW OF ASSESSMENT INSTRUMENTS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: N PARTICIPANTS, NEW ENTRANTS, OUT1 -OUT6=UNSPECIFIED

ACTUAL: SAME-- ALTHOUGH, OUT1=1140, OUT2 - OUT6=350

DATA COLLECTED:

PLANNED: ASSESSMENT RESULTS ON INTERESTS, VALUES, APTITUDES, PERSONALITIES

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: NOT DESCRIBED

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VEPD: 506

PROJECT GOAL:

All students of Clark State Community College who complete the Career Directions Course (01002) will be able to identify the relationship between values, skills, education/training and career choice as evidenced by tests of knowledge.

GOAL JUSTIFICATION:

To teach students the relationships between skills, values and education/training and how these factors impact career choice.

Career Directions 01002 will include lectures, discussion, exercises, assessment instruments, and computer guidance systems to help students understand the career planning process. Students will identify career interests, values, and aptitudes. They will be given a test to evaluate their knowledge of the career process as relates to each component of the course.

PROGRAM NARRATIVE:

The Career Guidance Program Grant provided instruction for 5 sections of Career Direction during the 1988-89 school year and 1 section in the summer session. The grant also provided Clark State with SigiPlus and OCIS, our computerized career information systems. These were available to students on an on-going basis and were utilized, in depth, by the career class participants.

The students in the Career Directions classes participated in self-assessment activities to determine their transferable skills and understand their values as they relate to career choice. They completed numerous self-searching worksheets, as well as the CAPS/COPS/COPES and Myers-Briggs. These instruments were interpreted by the instructor.

Through research at the CSCC library, on the SigiPlus and OCIS, and by learning to do information interviews, students identified the values/skills/education needed for their career interests.

Overall student evaluations of the Career Directions course indicate a rating of 9 or better (on a scale of 10 equalling excellent and 1 equalling poor).

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                OHIO GUIDANCE PROGRAM GRANT EVALUATION           page 1

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|                                                                        |
| VEPD_CODE:        506     SCHL_NAME: CLARK STATE COMM. COLLEGE         |
| BUDGET_AMT: $        7887                                              |
|                                                                        |
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                            STUDENT OUTCOMES
                            ----------------

OUTCOME_1: IDENTIFY/DEFINE TRANSFERABLE SKILLS             GRADE        0
CODE:             8 EXPECTED NO.          94 ACTUAL NO.        25

OUTCOME_2: RELATE VALUES TO CAREER CHOICE PROCESS          GRADE        0
CODE:            10 EXPECTED NO.          94 ACTUAL NO.        24

OUTCOME_3: MATCH VLAUES/SKILLS/EDUCATION WITH CAREER OPTION   GRADE     0
CODE:             6 EXPECTED NO.          94 ACTUAL NO.        21

OUTCOME_4: UNDERSTAND JOB SEARCH PROCESS IN TECHNOLOGY AGE    GRADE     0
CODE:             8 EXPECTED NO.          94 ACTUAL NO.        24

OUTCOME_5: IDENTIFY CSCC RESOURCES/INFO. ON CAREERS        GRADE        0
CODE:             6 EXPECTED NO.          94 ACTUAL NO.        27

OUTCOME_6:                                                 GRADE        0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_7:                                                 GRADE        0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_8:                                                 GRADE        0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.         0

OUTCOME_9:                                                 GRADE        0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.         0
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PROGRAM ACTIVITIES

ACTIVITY_1: ADMINISTER CAPS/COPS/COPES INVENTORIES	CODE: 8
ACTIVITY_2: CONDUCT CAREER COURSE	CODE: 1
ACTIVITY_3: DEMONSTRATE OCIS SYSTEM	CODE: 9
ACTIVITY_4: CONDUCT INDIVIDUAL COUNSELING SESSIONS	CODE: 3
ACTIVITY_5:	CODE: 0
ACTIVITY_6:	CODE: 0
ACTIVITY_7:	CODE: 0
ACTIVITY_8:	CODE: 0
ACTIVITY_9:	CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 3045	$ 3093	$ 48
TRAVEL	$ 200	$ 91	$ -109
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 242	$ 253	$ 11
CONTRACTS	$ 4400	$ 4450	$ 50
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 7887	$ 7887	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST-TEST DESIGN ON CAREER PLANNING KNOWLEDGE, REVIEW OF EXERCISE

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENTS COMPLETING "CAREER DIRECTIONS' CLASSES, N=94

ACTUAL: SAME--ALTHOUGH, N=28

DATA COLLECTED:

PLANNED: TEST RESPONSES, ASSISGNMENT RESULTS, CLASS PARTICIPATION

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% OF STUDENT PARTICIPANTS ACHIEVE 95% ACCURACY FOR ALL OUTCOME

ACTUAL: X% ACHIEVE SAME, OUT1=89%,OUT2=86%, OUT3=75%, OUT4=86%, OUT5=96%

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VEPD: 507

PROJECT GOAL:

Students will understand and develop the necessary skills and knowledge needed to make realistic decisions concerning their career goals through the use of a comprehensive Career Assessment Center component, a series of Career Guidance Workshops and a Career Fair. Based upon information collected from students during the past 2 years along with the projected increase of entering students seeking career counseling, it is evident that Cincinnati Technical College will continue to need options for comprehensive career counseling.

GOAL JUSTIFICATION:

All of the students who use the DISCOVER system, along with other printed materials in the Career Assessment Center, will be able to demonstrate mastery of the elements of the self-assessment component of the career guidance process by listing 3 transferable personal skills and functional skills, 3 personal and work values, 3 areas of interests and 3 abilities pertinent to their career plan. All of the students who use the DISCOVER SYSTEM and the Ohio Career Information System (OCIS) along with other printed materials in the Career Assessment Center will be able to demonstrate mastery of the elements of the career awareness component of the career guidance process by documenting knowledge of labor market information, career exploration skills and the development of a personal career action plan.

All of the students who use the DISCOVER and OCIS systems along with other printed materials in the Career Assessment Center will be able to demonstrate mastery of the elements of the job search component of the career guidance process by listing the components of and developing a resume and documenting their personal job search strategies.

All students who attend the Career Fair and the Career Guidance Workshops will demonstrate knowledge gained (educational requirements, job duties, upward mobility opportunities, employment opportunities, etc.) of occupational alternatives by completing a series of questions at the conclusion of each activity.

PROGRAM NARRATIVE:

Cincinnati Technical College (CTC) requested funds to (1) lease DISCOVER software, OCIS software and purchase other career resource materials to supplement existing Career Assessment Center/Counseling Center resources, (2) provide travel and training monies for Counseling Center staff members and (3) provide compensation for speaker/consultant services for Career Guidance Workshops and the Career Fair.

Throughout the year, the Counseling Center staff selected and obtained assessment instruments (i.e. Self-Directed Search (SDS), ASSET, Career Decision Making (CDM), ETC.) computerized career decision-making systems, DISCOVER and OCIS, as well as printed career resource materials to help students understand the 3 components of the career guidance process: (1) Self-assessment (personality, skills, values, interests, abilities, etc.), (2) Career awareness (labor market information, researching career information, developing a career action plan), and (3) the Job Search (strategies, resume, cover letter and interviewing skills).

The Career Assessment Center has enabled Cincinnati Technical College to design and expand the current career guidance services to meet the variety of needs of its diverse student body. The Center benefits students who want to work independently and immediately in planning their future and compliment the services of the Counseling Center as well. The Center's resources allow students to be flexible and creative in developing their own career action plans.

OHIO GUIDANCE PROGRAM GRANT EVALUATION

VEPD_CODE: 507 SCHL_NAME: CINCINNATI TECH COLLEGE
BUDGET_AMT: $ 12150

STUDENT OUTCOMES

OUTCOME_1: MATCH SKILLS/VALUES/INTERESTS WITH CAREER PLAN GRADE 0
CODE: 8 EXPECTED NO. 300 ACTUAL NO. 280

OUTCOME_2: KNOW LMI AND EXPLORATION SKILLS/DEVEL. ACTION PLAN GRADE 0
CODE: 9 EXPECTED NO. 300 ACTUAL NO. 280

OUTCOME_3: DEVELOP RESUME AND LIST JOB SEARCH STRATEGIES GRADE 0
CODE: 9 EXPECTED NO. 300 ACTUAL NO. 280

OUTCOME_4: KNOW FACTORS ASSOCIATED WITH OCC. ALTERNATIVES GRADE 0
CODE: 12 EXPECTED NO. 300 ACTUAL NO. 453

OUTCOME_5: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_6: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_7: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_8: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

OUTCOME_9: GRADE 0
CODE: 0 EXPECTED NO. 0 ACTUAL NO. 0

PROGRAM ACTIVITIES

ACTIVITY_1:	CONDUCT COUNSELOR INSERVICE	CODE: 11
ACTIVITY_2:	CONDUCT STUDENT ORIENTATION TO CAREER CENTER	CODE: 1
ACTIVITY_3:	DEMONSTRATE OCIS AND OTHER COMPUTERIAZED SYSTEMS	CODE: 9
ACTIVITY_4:	CONDUCT SURVEY TO DETERMINE WORKSHOP TOPICS	CODE: 5
ACTIVITY_5:	ORGANIZE AND PRESNET WORKSHOP SERIES	CODE: 12
ACTIVITY_6:	CONDUCT CAREER FAIR	CODE: 12
ACTIVITY_7:		CODE: 0
ACTIVITY_8:		CODE: 0
ACTIVITY_9:		CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 0	$ 0	$ 0
TRAVEL	$ 3000	$ 3676	$ 676
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 7600	$ 7000	$ -600
CONTRACTS	$ 1550	$ 1324	$ -226
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 12150	$ 12000	$ -150

PROCEDURES:

PLANNED: POST-TEST DESIGN EVLAUATING KNOWLEDGE OF INFO. GATHERED IN PROCES

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENTS USING CAREER ASSESSMENT CENTER, N=300

ACTUAL: SAME--ALTHOUGH, N=337

DATA COLLECTED:

PLANNED: TEST RESPONSES ON INFO. KNOWLEDGE AND EVENT EVALUATION

ACTUAL: SAME

RITERIA USED:

PLANNED: 100% OF STUDENT PARTICIPANTS ACHIEVE 100% ACCURACY ON ALL OUTCOME

ACTUAL: X% OF STUDENTS MEET STANDARD, OUT1 - OUT3=83%, OUT4=100%

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VEPD: 508

PROJECT GOAL:

Students and prospective students will understand their aptitudes, values and interests and how they relate to their career selection.

GOAL JUSTIFICATION:

Based upon the information collected from the 2 years of the grant, there is a definite need for more Career Workshops and career material.

Students and prospective students, after completing a Career Workshop, will be able to understand manual dexterity, finger dexterity, and form perception and how they apply to their career interests and values. This will be measured by a series of questions at the conclusion of the workshop counseling session.

PROGRAM NARRATIVE:

Through various medias and with the use of our staff expertise, we will increase our effort to encourage the undecided student and the prospective student to take a Career Workshop.

We use the GATB, Holland Self-Directed Search, and values survey results to help students and prospective students in their career selection.

Through the use of the DOT, Occupational Outlook Handbook and various other library material, and test results, the Career Workshop participants can make a realistic choice of careers.

A questionnaire will be given to the participants at the end of the workshop counseling session to evaluate knowledge of aptitudes in relationship to career choice.

We feel that Career Workshops are very successful. The questionnaire and follow-up results prove to us that we have helped these students understand themselves in relationship to their aptitudes, interests and values. These students leave the workshops with a realistic positive attitude in pursuing their career.

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            OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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| VEPD_CODE:      508    SCHL_NAME: STARK TECH COLLEGE              |
| BUDGET_AMT: $     12150                                           |
|                                                                   |
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                        STUDENT OUTCOMES
                        ----------------

OUTCOME_1: KNOW OWN MANUAL DEX./FINGER DEX./ AND FORM PERCEP. GRADE        0
CODE:          12 EXPECTED NO.        400 ACTUAL NO.       295

OUTCOME_2:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_3:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_4:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_5:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_6:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_7:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_8:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0

OUTCOME_9:                                                    GRADE        0
CODE:           0 EXPECTED NO.          0 ACTUAL NO.        0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT FACULTY INSERVICE	CODE:	11
ACTIVITY_2: CONDUCT CAREER WORKSHOP	CODE:	1
ACTIVITY_3: CONDUCT INDIVIDUAL COUNSELING SESSIONS	CODE:	3
ACTIVITY_4:	CODE:	0
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 7600	$ 7858	$ 258
TRAVEL	$ 1150	$ 1067	$ -83
EQUIPMENT	$ 1000	$ 1033	$ 33
SUPPLIES	$ 2400	$ 2193	$ -207
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 12150	$ 12150	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: POST WORKSHOP QUESTIONNAIRE, REVIEW OF ASSESSMENT SURVEYS

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENTS PARTICIPATING IN CAREER WORKSHOP, N=400

ACTUAL: SAME--ALTHOUGH, N=312

DATA COLLECTED:

PLANNED: RESPONSES ON DEXTERITY AND CAREER INTEREST QUESTIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 100% OF STUDENTS ACHIEVE UNSPECIFIED STANDARD

ACTUAL: 95% OF SAME

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VEPD: 509

PROJECT GOAL:

Students will develop career planning skills by researching an occupation. Students will learn employability skills to make them more competitive in the job market.

GOAL JUSTIFICATION:

Students choosing a technology of study typically do not research the occupation in their technical field. Some students experience frustration because they do not understand the nature of the technology and related occupations that they are pursuing.

Students enrolled in Orientation who have chosen a technology of study will be able to identify an occupation in their technical field and through research be able to do the following: (a) describe the work tasks of the occupation, (b) identify qualifications necessary to enter the occupation, (c) assess personal qualities that they possess, (d) correctly compare their personal qualities to the qualities associated with the occupation. Students enrolled in Orientation who have not chosen a technology of study will select an occupation of their choice to research and do the same.

Students enrolled at Terra through the Job Training Partnership Act (JTPA) are strongly recommended to enroll in Career Life Planning (PSY 110) which teaches skills for employability. Upon completion, they will be able to write a resume, cover letter, research a prospective employer, dress appropriately for an interview, and understand the purpose of a thank you letter.

PROGRAM NARRATIVE:

Offered in various sections prior to the beginning of every quarter, Orientation is the first formalized instruction received by new students at the College. Orientation is taught by the counselors in the Career Planning & Placement Department.

The career planning component of Orientation introduces student to the process and resources for researching an occupation. A self-assessment exercise is included in the instruction. Resources utilized for research include: The Occupational Outlook Handbook, the Dictionary of Occupational Titles, Guide for Occupational Exploration, Occupation Outlook Quarterly, Military Career Guide, the Ohio Occupational Almanac, and the Ohio Career

Information System. Students are assigned to complete an assignment entitled, "Outline for the Study of an Occupation".

Outline for the Study of an Occupation has been evaluated by the students as a very worthwhile exercise. It is disappointing that the percentage of students meeting the outcome is not higher. As we continue to use this exercise as part of the Orientation to college, the continual challenge will be to improve the number of students who demonstrate self-assessment and career research skills.

The Career Life Planning course has developed into a very beneficial learning experience for students. JTPA students in particular are able to use the course for the development of job search techniques. We are pleased with the performance of students on the expected outcomes. Our goal for the course is to increase enrollment for next school year.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION          page 1

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|                                                                           |
| VEPD_CODE:        509     SCHL_NAME: TERRA TECH COLLEGE                   |
| BUDGET_AMT: $       12150                                                 |
|___________________________________________________________________________|


                              STUDENT OUTCOMES
                              ----------------

OUTCOME_1: COMPARE OWN SKILLS WITH OCC. SPECIFIC SKILLS       GRADE          0
CODE:          8 EXPECTED NO.         800 ACTUAL NO.        537

OUTCOME_2: KNOW JOB SEARCH SKILLS, PRODUCTS, BEHAVIORS        GRADE          0
CODE:          8 EXPECTED NO.          60 ACTUAL NO.         30

OUTCOME_3: KNOW OWN PERSONALITY/MOTIVATION/SOCIAL SKILLS PROF GRADE          0
CODE:          2 EXPECTED NO.         100 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE          0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE          0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE          0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE          0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE          0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE          0
CODE:          0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT NEW STUDENT ORIENTATION PROGRAM CODE: 12

ACTIVITY_2: PRESENT PSY 101 - CAREER LIFE PLANNING CLASS CODE: 1

ACTIVITY_3: ADMINISTER PERSONALITY AND COLLEGE PREP. ASSESS. CODE: 8

ACTIVITY_4: CONDUCT INDIVIDUAL COUNSELING SESSIONS CODE: 3

ACTIVITY_5: CODE: 0

ACTIVITY_6: CODE: 0

ACTIVITY_7: CODE: 0

ACTIVITY_8: CODE: 0

ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 9457	$ 9874	$ 417
TRAVEL	$ 228	$ 354	$ 126
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 2465	$ 2480	$ 15
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 12150	$ 12708	$ 558

EVALUATION PROCESS

PROCEDURES:

PLANNED: WRITTEN ASSIGNMENT, POST-TEST COURSE EVAL., ASSESSMENT QUESTIONNA

ACTUAL: SAME

WHO EVALUATED:

PLANNED: OUT1=800 NEW STUDENTS, OUT2=60 PSY101 CLASS, OUT3=100 JTPA STUDs

ACTUAL: OUT1=660 NEW STUDENTS, OUT2=36 PSY101 CLASS, OUT3= 46 JTPA STUDs

DATA COLLECTED:

PLANNED: SKILLS KNOWLEDGE, JOB SEARCH KNOWLEDGE, PERSONALITY FACTORS

ACTUAL: SAME

CRITERIA USED:

PLANNED: NOT DESCRIBED

ACTUAL: X% STUDENTS ACHIEVE OUTCOME, OUT1=62%, OUT2=77%, OUT3=0%

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VEPD: 510

PROJECT GOAL: Non-traditional and economically disadvantaged students enrolled in a career exploration course will each acquire knowledge of 2 individual skills, strengths, and/or abilities as a result of a testing and guidance program.

GOAL JUSTIFICATION: At present, students in this group do not have access to individual information on their skills, strengths, and/or abilities for guidance programs. The target population is composed not only of economically and disadvantaged students, but also students who are over the age of 25, all of whom have elected to take a career exploration course. Students in this group will be exposed to a wholistic assessment of academic skills, personal and vocational characteristics and preferences through the use of both testing instruments and other exercises.

PROGRAM NARRATIVE: The College purchased the Myers-Briggs Type Indicator (MBTI) during the winter quarter and implemented it beginning with the spring term. This instrument was used in a career exploration class composed of academically and economically disadvantaged adults. Activities conducted during the class supported the MBTI in providing the students with additional information on their individual skills, strengths, and abilities.

The College also had professionally produced a video-taped new student orientation. Requests for bids were submitted to local TV stations and video production firms in 1/89. Development of the production began immediately. Shot on campus, the video was in place with new students spring quarter.

The educational planning form segment of ASSET has been used in conjunction with the video-taped orientation since spring quarter. More than 230 individuals responded to the educational planning form as a means of assessment.

After completion of the Myers-Briggs Type Indicator and other instruments, 69% of adult disadvantaged students enrolled in a career exploration course were able to identify at least 4 personal traits on a checklist which dealt with information learned as a result of taking that instrument. In writing the grant successful completion was projected for 70% of the population; the original estimate of successful completion was accurate.

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              OHIO GUIDANCE PROGRAM GRANT EVALUATION           page 1

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 |                                                                      |
 | VEPD_CODE:        510     SCHL_NAME: BELMONT TECH. COLLEGE           |
 | BUDGET_AMT: $        8100                                            |
 |                                                                      |
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                           STUDENT OUTCOMES
                           ----------------

OUTCOME_1: COMPLETE CHECKLIST OF PERSONAL CAREER FACTORS     GRADE          0
CODE:            1 EXPECTED NO.          84 ACTUAL NO.         16

OUTCOME_2: IDENTIFY BTC CAREER SERVICES FITTING CAREER PLAN  GRADE          0
CODE:            6 EXPECTED NO.         300 ACTUAL NO.        256

OUTCOME_3:                                                   GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                   GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                   GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                   GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                   GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                   GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                   GRADE          0
CODE:            0 EXPECTED NO.           0 ACTUAL NO.          0
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PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT NEW STUDENT ORIENTATION	CODE:	12
ACTIVITY_2: ADMINISTER "ASSET" CAREER PLANNING SYSTEM	CODE:	5
ACTIVITY_3: ADMINISTER MBTI ASSESSMENT	CODE:	8
ACTIVITY_4: CONDUCT SMALL GROUP AND INDIVIDUAL COUNSELING	CODE:	3
ACTIVITY_5:	CODE:	0
ACTIVITY_6:	CODE:	0
ACTIVITY_7:	CODE:	0
ACTIVITY_8:	CODE:	0
ACTIVITY_9:	CODE:	0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 450	$ 0	$ -450
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 7225	$ 7225	$ 0
SUPPLIES	$ 425	$ 0	$ -425
CONTRACTS	$ 0	$ 0	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 8100	$ 7225	$ -875

EVALUATION PROCESS

PROCEDURES:

PLANNED: CHECKLISTS, AND STANDARD GRADING PROCEDURES(ASSIGN., ATTENDANCE)

ACTUAL: SAME

WHO EVALUATED:

PLANNED: OUT1=120 "DISADVANTAGED", OUT2=300 FIRST-YEAR / FULL-TIME STUDs.

ACTUAL: OUT1= 23 "DISADVANTAGED", OUT2=318 FIRST-YEAR / FULL-TIME STUDs.

DATA COLLECTED:

PLANNED: CHECKLIST PROFILES, ASSIGNMENT EVALUATIONS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 70% OF STUDENTS ACHIEVE 100% OF STANDARD FOR BOTH OUTCOMES

ACTUAL: X% OF SAME, OUT1=69%, OUT2=80.5%

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VEPD: 512

PROJECT GOAL: Students will acquire the tools to cope with college by taking the Orientation to College course begun last year in the 1988-89 year.

GOAL JUSTIFICATION: For 1988-89, the goal of 90% enrollment of freshmen into the course and a retention rate slightly higher than the average for the past 3 years has been set.

PROGRAM NARRATIVE: As a continuation of the project started in 1986 as a result of this grant, 8 sections of Orientation to College (520-101) were taught to 146 enrolling freshmen at Washington Technical College during fall quarter 1988.

94% of those freshmen enrolled in CP 520-101 successfully completed the course (grade average above 70%). The goal set was 70% of those enrolled completing. As it turned out, 138 out of 146 enrolled were successful.

We set a goal for an increase in enrollment in the course to include 90% of the incoming freshman class. We enrolled 89% this year (146 out of 164).

Retention rate between fall and winter quarters has been our long range goal. The rate for the last 3 years was: 1985-86 82%; 1986-87 86%; 1987-88 85%.

The average was 84%. Our goal for this year was a retention rate slightly higher than the average for the past 3 years. This year's rate was 84% which was right on target.

OHIO GUIDANCE PROGRAM GRANT EVALUATION

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| VEPD_CODE:        512     SCHL_NAME: WASHINGTON TECH COLLEGE                 |
| BUDGET_AMT: $        3737                                                    |
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STUDENT OUTCOMES

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OUTCOME_1: KNOW STUDY SKILLS/TIME MGT./TEST SKILLS, RESOURCES GRADE          0
CODE:             4 EXPECTED NO.         180 ACTUAL NO.         164

OUTCOME_2:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_3:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_4:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_5:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_6:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_7:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_8:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0

OUTCOME_9:                                                    GRADE          0
CODE:             0 EXPECTED NO.           0 ACTUAL NO.          0
```

PROGRAM ACTIVITIES

ACTIVITY_1: CONDUCT ORIENTATION/PLACEMENT TESTING PROGRAMS CODE: 1
ACTIVITY_2: CONDUCT SMALL GROUP AND INDIVIDUAL COUNSELING SESS CODE: 3
ACTIVITY_3: CODE: 0
ACTIVITY_4: CODE: 0
ACTIVITY_5: CODE: 0
ACTIVITY_6: CODE: 0
ACTIVITY_7: CODE: 0
ACTIVITY_8: CODE: 0
ACTIVITY_9: CODE: 0

BUDGET

	PLANNED	ACTUAL	DIFFERENCE
PERSONNEL	$ 3404	$ 3404	$ 0
TRAVEL	$ 0	$ 0	$ 0
EQUIPMENT	$ 0	$ 0	$ 0
SUPPLIES	$ 0	$ 0	$ 0
CONTRACTS	$ 333	$ 333	$ 0
OTHER	$ 0	$ 0	$ 0
TOTAL	$ 3737	$ 3737	$ 0

EVALUATION PROCESS

PROCEDURES:

PLANNED: TEST SCORES AND ATTENDANCE FIGURES

ACTUAL: SAME

WHO EVALUATED:

PLANNED: STUDENTS PARTICIPATING IN "ORIENTATION TO COLLEGE", N=200

ACTUAL: SAME--ALTHOUGH, N=146

DATA COLLECTED:

PLANNED: TEST RESPONSES ON CAREER/LIFE SKILLS, ATTENDANCE RECORDS

ACTUAL: SAME

CRITERIA USED:

PLANNED: 70% OF STUDENT PARTICIPANTS ACHIEVE 70% ACCURACY ON TEST

ACTUAL: 94% OF SAME

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PART 2

Evaluations Planned and Conducted

- Measurable Criteria, Outcomes and Objectives
- Evaluation Methods
- Plan Deviations
- Goal Attainment
- Conclusions and Recommendations

PART 2

DATA EVALUATION

In this the third year of the grant effort, the great majority of grant operators collected and used formal data to evaluate the outcomes of their programs. Of the 87 grant operators, 56 (64.4 percent) collected and used written test results to evaluate student outcomes. Another 18 grant operators (20.7 percent) collected and used survey responses to evaluate student outcomes. The remaining 13 grant operators (14.9 percent) collected and used multiple sources of proxy data to measure student outcomes.

More than two-thirds of the 56 grant operators who collected and used test results asked students to match correctly their career interests, aptitudes and skills with various career decision making options. These options included career planning choices, vocational program choices, and academic program choices. Approximately one-third of the grant operators who used test results to evaluate outcomes asked students to demonstrate knowledge in various career development areas. Listed below are career development areas commonly cited by these grant operators.

- vocational program options
- career decision making skills
- student financial aid options
- OCIS and other automated systems
- personality factors

- factors attendant to "At Risk Populations"
- career planning skills
- employability skills
- sex role/stereotyping issues
- career resource knowledge

Nearly all of the 19 grant operators who used survey responses to evaluate outcomes asked students to match career interests, aptitudes and skills with vocational program options/choices at the local JVS. The typical survey scenario began with a career orientation in which a standard, commercially available survey instrument was administered to students. Students then participate in a learning experience where, among other things, they interpreted their survey results. Students then were generally invited to participate in some introductory event (career fair, program visitation, etc.) at the local JVS. At the conclusion of such events, students were asked to complete a second survey in which they choose vocational programs of interest. The results of the two surveys were then compared to measure congruence, and assigned a degree of success based on "goodness of fit."

The 13 grant operators who used other methods (proxy measures) to evaluate outcomes showed a major preference toward reviewing attendance records and grade reports, evaluating student worksheets, examining various student interest profiles, and reviewing teacher/counselor observations. Little in the way of systematic or coordinated data collection and interpretation surfaced in the reports of those grant operators who used proxy measures to evaluate student outcomes.

TABLE #1

TOTAL STUDENTS, TOTAL STUDENT OUTCOMES, AND TOTAL DOLLARS BY GRADE LEVEL

GRADE	TOTAL DOLLARS ($)	TOTAL DOLLARS (%)	TOTAL STUDENTS (No.)	TOTAL STUDENTS (%)	STUDENT OUTCOME (No.)	STUDENT OUTCOME (%)
6	4915	0.51	434	0.70	1736	1.88
7	29974	3.01	1402	2.25	1605	1.74
7 & 8	35000	3.62	1377	2.21	2.527	2.73
8	104177	10.77	13571	21.76	2.0890	22.58
8 & 9	24991	2.58	1794	2.88	1749	1.94
9	128205	13.26	6763	10.85	10476	11.32
9 & 10	14352	1.48	4661	7.47	5490	5.93
10 & 11	4788	0.50	100	0.16	100	0.11
10	203266	21.02	18417	29.53	24574	26.56
11	128656	13.30	4316	6.92	9061	9.80
11 & 12	89332	9.24	4340	6.96	5437	5.91
12	124341	12.86	2880	4.62	3917	4.23
ALL SEC.	70000	7.24	2302	3.69	4893	5.29
OWA	5000	0.52	-0-	-0-	6	0.01
TOTAL	966977	100.00	62357	100.00	92506	100.00

WHO EVALUATED

In this, the third year of the Ohio Guidance Grant Program, grant administrators reported evaluating approximately 65,000 program participants. This number represents about two-thirds of the 97,000 participants that program administrators had planned to evaluate. Table #1 shows the distribution of planned and actual participant evaluations reported by grant operators.

Beneath the TOTAL line in Table #1 appears an adjusted total line which accounts for reporting anomalies on the part of several grant operators. To the total in column 1, "Planned Evaluations," is added the number of participants who were actually evaluated, but for whom no number is reported in the planned category. This was the case for eight schools in this study. To the total in column 2, "Actual Evaluations," is added the number of participants who were reported to have achieved actual student outcomes, but for whom only a smaller number of "sampled" students were reported to have been evaluated. This was the case for three schools in the study. Assuming that the random sampling reported by these schools is reliable, then adjustments to reported figures are justified based on the "representativeness of the sample." Using the smaller "sample size" would not reflect accurately the scope of the evaluation process implemented by these schools.

The adjustments to the column totals, while reflecting student numbers more accurately, did not effect materially the important proportion of actual evaluations to planned evaluations.

Overall, grant operators grossly overestimated the expected number of student participants, and therefore, the number of planned evaluations. As seen in Table #1, the number of actual evaluations were off by a full third from the planned evaluations, or expected student participants. All but two grade levels showed a short fall and on average reported 30 percent fewer actual evaluations than planned.

Some of the short fall can be discounted as a disproportionately negative impact by several overly optimistic grant operators. For example, 16 schools showed differences over 50 percent--with totals of 19,613 planned, and 7,308 actual, for a 63 percent short fall. One school had indicated in its grant proposal that it would serve 7,289 participants, and in its final report evaluated only 373 program completers. Another four schools indicated that they would serve a total of 2,950 participants, and in their final reports evaluated zero program completers. One school accounted for 1,984 of this participant evaluation difference.

Some of the short fall can also be attributed to reporting anomalies. For example, one school which planned to serve 700 participants reported evaluating a random sample of 80 participants from an unspecified population of program completers. Another planned to serve 2200 and reported evaluating only 70 from an unspecified pool of program completers. Still, another school reported no planned or actual evaluations, yet reported 900 actual program completers.

While it is true that some of the gap between planned and actual evaluations can be blamed on the disproportionate impact of a few miscreants and on the artifacts of poor reporting, the fact remains that for, the most part, the schools reviewed in this study demonstrated great deficiency in anticipating and planning for future student populations. In many instances it seemed that grant applicants used general, district wide student figures with no attempt to analyze, project, or otherwise qualify expected student preferences or behaviors at their local sites. In many other instances grant applicants used overly optimistic assumptions and counts from previous years with no attempt to infuse trend data or future enrollment projections.

State guidance program leaders may need to address directly this need for accurate local student data. As a first step, program leaders might review existing data dissemination systems to ensure that grant applicants have access to timely data on the current status and trends in student populations. If the quality and quantity of data is deemed adequate, then program leaders might consider providing state wide inservice training to increase the data analysis and interpretation skills of grant applicants.

Should state program leaders find that neither data access nor data use appear to be the source of the problem, then state leaders may need to examine factors operating at the local level that account for the large gap between planned and actual program participants. These factors are likely to take the form of either programmatic incentives favoring over estimates of student participants, or programmatic disincentives discouraging short estimates of student participants. No matter which form these factors may take, they are likely to be operationalized as either budgetary constraints (formulas), performance appraisals (personnel), performance evaluations (schools), or psychological factors (competition, ego, status).

To find the true cause of poor program participant projections, state program leaders need to analyze the problem more systematically. They need to examine how inherent program needs at the State, local school district and/or individual applicant levels interrelate and perhaps interfere with one another. Such an approach is more likely to ferret out real problems within the entire process--from input to outcome, and to identify effective solutions--from program structure to personal planning perspective.

HOW EVALUATED

By and large, the grant operators adhered to sound and what appeared to be well grounded evaluation designs. Of the 87 schools in this study, 39 (44.83 percent) used a post-test design, 20 (22.99 percent) used a pre- and post-test design, and 15 (17.24 percent) reviewed a survey instrument. The remaining 13 grant operators (14.94 percent) reviewed used other records or documents to determine whether participants completed successfully their program.

The majority of post-test and pre-/post-test instruments were of local origin. The majority of survey instruments comprised standard, commercially available systems, both those graded manually and those analyzed via computer. At the 13 schools that reviewed other records/documents, common sources of data included: student worksheets; student grade reports; student attendance records; student and counselor evaluation forms; and teacher observations.

Nearly half of the grant operators (43 out of 87) did not rely on a sole evaluation procedure, opting instead to use multiple sources of evaluation data. Of the 39 grant operators who used a post-test design, 15 (38 percent) included other evaluation sources. Most of these other sources comprised student worksheets, counselor observations and interest surveys. Of the 20 grant operators who used a pre-/post-test design, seven (35 percent) include other evaluation sources. Counselor observations and interest surveys comprised most of these other sources. Of the 15 grant operators who used a survey design, eight (53 percent) added other evaluation sources. These other sources included written tests, attendance records and counselor observations. All of the 13 remaining grant operators who reviewed "other" records and documents used multiple inputs to evaluate the level of outcome success.

One in six, or about 16 percent, of the grant operators had described in their final report using evaluation procedures different than the procedures proposed in their grant applications. Of the 14 grant operators reporting a change in evaluation procedures, **six increased** either the rigor or number of procedures proposed, **five decreased** either the rigor or number of procedures proposed, and **two changed completely** the evaluation procedures proposed.

Overall, the grant operators demonstrated a genuine understanding of sound evaluation procedures and a sincere desire to enhance the program evaluation component of this grant effort even if many were not able to apply their evaluation methods to as many student participants as originally planned.

EVALUATION CRITERIA

Overall, grant operators demonstrated poor understanding and use of evaluation criteria. While many described a specific evaluation standard--e.g., "students will correctly match their career interests, aptitudes and skills with appropriate career options. . .," few grant operators described the evaluation criterion (decision rule) to be used in measuring whether students actually achieved the evaluation standard--e.g., "students will correctly match their career interests, aptitudes and skills with appropriate career options by correctly identifying for further exploration three of five possible vocational education programs available at the JVS."

Of the 87 VEPD grant operators reviewed in this study, 33 (38 percent) did not describe in their grant proposals the criteria to be used in evaluating program outcomes. Of these 33 grant operators, 19 (57 percent) also failed to describe the evaluation criteria used in preparing their final reports. The 14 remaining grant operators described in their final reports having used an evaluation criterion, despite having mentioned no such criterion in their grant proposals.

Of the 87 VEPD grant operators, 54 (62 percent) planned to use at least a partial evaluation criterion. Of the 54 grantees who planned on using evaluation criteria, 24 (44 percent) listed a complete criterion. For the purposes of this study, a complete criterion is defined as a specified number (or percentage) of student participants achieving a specified level of accomplishment--e.g., " 70 percent of seniors will achieve 70 percent accuracy on test." The 30 remaining grantees listed either a specified number (or percentage) of students achieving an unspecified level of accomplishment, or they listed a specified level of accomplishment by an unspecified number of students.

While 19 of the 87 grant operators reported unspecified outcomes, 68 (78 percent) indicated some level of measurable goal accomplishment in their final reports. Listed below is a summary of the number of grant operators by category of final goal accomplishment.

Goal Status	No. Grantees	Percent Grantees
Exceeded Goal	14	20 %
Matched Goal	14	20 %
Reported Final Goal Outcome - Did Not Plan	14	20 %
Variable Goals	06	10 %
Short of Goal	20	30 %
TOTAL	68	100 %

The category "Variable Goals" refers to six grantees who each planned and reported an array of differing outcome goals with differing levels of success for each of the outcomes. Within each array some goals were exceeded, some matched, while others fell short. Overall, these six grantees should be counted as successful grant operators, for their individual and combined net results leaned decidedly toward the "Exceeded Goal" end of the outcome continuum.

Although the use and description of outcomes and criteria were adequately documented in most final reports, the grantees demonstrated a general inability to plan a priori decision rules and systems to measure results. It seemed that many outcome standards were implied by default, rather than chosen by some analytical process.

Recall that in their grant proposals 33 grantees (38 percent) described no decision criteria. Of the remaining 54 grantees, 35 discussed a test accuracy standard, while 19 grantees discussed a student number standard. All 19 student number standards were qualified--i.e., some specific (one assumes well reasoned) number or percentage was selected for use. Of the 35 test accuracy standards, 22 were qualified. The remaining 13 accuracy standards were unqualified--i.e., grantees implied a standard of 100 percent accuracy. Rather than being reasoned decisions, these unqualified standards seemed to represent default responses chosen for expedience in filling out proposal forms. When adding these unqualified standards to the 33 non-responses to the evaluation criteria question, a total of 46 (53 percent) grantees expended no effort in planning for the measurement of evaluation results.

Much of the anomalous data on evaluation criteria can be attributed to a general confusion over grant performance. Apparent in both the grant proposals and the final reports was a confused intermingling of student performance data and program performance data. Grant instructions emphasized both student and program outcome performance. While it may have been the intent of state program leaders to focus on student outcomes, nowhere did grant instructions state and/or imply the degree to which program performance was to be subordinated to student performance.

With administrative and programmatic inertia forging field staff perceptions, it seems inevitable that program (self) interests should wind their way into the planning and reporting of field results. State program leaders may need to consider using field staff inservice opportunities and program directives to specifically define grant goals, objectives and reporting requirements. It seems evident that if the state wants/needs to impose greater methodological rigor in the evaluation of field results, than the state needs to provide the appropriate training in program evaluation procedures. Generally, field staff seem to lack this knowledge, especially as it relates to the planning and use of evaluation criteria.

Conclusions

While most grantees collected and used formal evaluation data to review the results of their individual efforts, little in the way of consistent and reliable data was collected that could lead to generalizable conclusions about the overall grant program. Two major areas of weakness surfaced--one, projecting the number of student participants, and two, defining and using evaluation criteria.

Both areas of weakness could be addressed through increased inservice training prior to the grant application process. Additionally, the evaluation procedures, targets, data and criteria need to be made integral components of overall program design.

If evaluation is to act as a primary feature of the overall program design, then it should serve as the driving force behind program design. All grant application and final report instruments should be constructed with evaluation outcomes as the primary design consideration. For example, in the current case, state program planners wished to associate student participant numbers with program activity type and to associate dollar outlays with grade level and program activity type. Neither of these, or many other desired associations could be made for lack of appropriately requested information.

Once state program planners decide the desired evaluation outcomes, then all planning and reporting documents should be developed with specific information needs in mind. These documents and their attendant data collection processes then could serve as the focus of carefully orchestrated inservice training that would help ensure that grantees understand and use consistent and reliable evaluation techniques and data.

Based on the current effort, special attention needs to be paid to the issues of student projections, and the definition of evaluation criteria. Several recommendations were made earlier in this report on how to address both internal and external problems in making accurate student projections. State program planners should examine and eliminate, to the degree feasible, programmatic pressures on grantees that lead to systematic overestimates of student projections.

Additional recommendations were made earlier in this report on how to overcome general grantee confusion over the use of appropriate evaluation criteria. State program planners should examine and eliminate, to the degree possible, inherent grantee biases to report the program outcomes rather than the student outcomes desired by the state.

POSTSECONDARY EVALUATION

The seventeen (17) postsecondary technical education institutional data is treated separately here. This is done for a variety of reasons such as (a) readership needs, and (b) data is somewhat different than other VEPDs. The following are summary presentations of final data:

EVALUATION CRITERIA PLANNED

VEPD CODE	
302	80% OF STUDENTS ACHIEVE 70% ACCURACY ON ALL OUTCOMES
400	NOT DESCRIBED
401	75% OF STUDENT PARTICIPANTS ACHIEVE 100% ACCURACY ON STANDARDS
402	90% OF STUDENT PARTICIPANTS ACHIEVE 50% INCREASE IN KNOWLEDGE
403	100% OF PARTICIPANTS COMPLETE 50% OF WORKBOOK ASSIGNMENTS
405	NOT DESCRIBED
500	5 - 10% INCREASE IN BOTH COMPLETION/RETENTION RATES
501	NOT DESCRIBED
502	NOT DESCRIBED
503	NOT DESCRIBED
504	NOT DESCRIBED
506	100% OF STUDENT PARTICIPANTS ACHIEVE 95% ACCURACY FOR ALL OUTCOME
507	100% OF STUDENT PARTICIPANTS ACHIEVE 100% ACCURACY ON ALL OUTCOME
508	100% OF STUDENTS ACHIEVE UNSPECIFIED STANDARD
509	NOT DESCRIBED
510	70% OF STUDENT PARTICIPANTS ACHIEVE 70% ACCURACY ON TEST

EVALUATION CRITERIA ACTUAL

VEPD CODE	
302	SAME
400	NOT DESCRIBED
401	X% OF SAME MEET CRITERIA, OUT1=64%, OUT2=90%, OUT3=79%, OUT4=83%
402	42.5% OF SAME AT 50% STANDARD
403	X% OF SAME COMPLETE STANDARD, OUT1=74, OUT2=76%
405	NOT DESCRIBED
500	ACHIEVED STANDARD IN COMPLETION, NOT SO FOR RETENTION
501	NOT DESCRIBED
502	NOT DESCRIBED
503	NOT DESCRIBED
504	NOT DESCRIBED
506	X% ACHIEVE SAME, OUT1=89%, OUT2=86%, OUT3=75%, OUT4=86%, OUT5=96%
507	X% OF STUDENTS MEET STANDARD, OUT1 - OUT3=83%, OUT4=100%
508	95% OF SAME
509	X% STUDENTS ACHIEVE OUTCOME, OUT1=62%, OUT2=77%, OUT3=0%
510	X% OF SAME, OUT1=69%, OUT2=80.5%
512	94% OF SAME

SUMMARY

POSTSECONDARY EVALUATION - CRITERIA

- 7 of 17 (41%) did not describe criteria in plan
- 6 of 17 (35%) did not describe criteria in final report
- 9 of 17 (53%) described "full criterion" in plan
- 1 of 17 (6%) used program performance standard
- Grant Performance:

Meet Plan	2
Exceed Plan	2
Short of Plan	4
Variable Outcomes	3
Not Described	6
Total	17

Variable = Several schools who had numerous activities for different types of students and couldn't be put into other categories.

POSTSECONDARY EVALUATION - WHO

VEPD	PLANNED	ACTUAL	DIFFERENCE
302	(45 - 30)	(40 - 32)	-4.00%
400	(12 - ?)	(47 - 5)	*
401	(100 - 60)	(67 - 49)	27.50%
403	(150 - 50)	(50 - 50)	50.00%
405	1800	202	88.78%
500	1600	1506	-5.87%
501	70	75	7.14%
502	100	109	9.00%
503	75	82	9.33%
504	*	(1140 - 350)	*
506	94	28	-70.21%
507	300	337	12.33%
508	400	312	-22.00%
509	(800-60-100)	(660-36-46)	-22.71%
510	(120 - 300)	(23 - 318)	-18.81%
512	200	146	-27.00%
Total	6466	5610	-13.59%

Code* (800-60-100) = represents 3 outcomes

Example - With the number of individuas involved/evaluated

* = Missing data

VEPD
CODE

OUTCOMES PLANNED

302 N PARTICIPANTS, FROSH. PART-TIME EVENING, OUT1 & 2=45, OUT3=30
400 N PARTICIPANTS, WOMEN OVER 21, OUT1=120, OUT2=UNSPECIFIED
401 N WORKSHOP PARTICIPANTS, ALL GRADES, OUT1,2 &4=100, OUT3=60
402 N PARTICIPANTS, ALL STUDENTS, N=80
403 OUT1=150 UNDECIDED STUDENTS, OUT2=50 UNEMPLOYED WORKERS
405 ALL NEWLY ENROLLED STUDENTS, N=1800
500 ALL NEWLY MATRICUALTED STUDENTS, N=1600
501 JTPA-ELIGIBLE FIRST YEAR STUDENTS, N=70
502 STUDENTS ENROLLED IN CAREER PLANNING COURSE(S), N=100
503 STUDENT PARTICIPANTS, "UNDECLARED", N=75
504 N PARTICIPANTS, NEW ENTRANTS, OUT1 -OUT6=UNSPECIFIED
506 STUDENTS COMPLETING "CAREER DIRECTIONS' CLASSES, N=94
507 STUDENTS USING CAREER ASSESSMENT CENTER, N=300
508 STUDENTS PARTICIPATING IN CAREER WORKSHOP, N=400
509 OUT1=800 NEW STUDENTS, OUT2=60 PSY101 CLASS, OUT3=100 JTPA STUDs
510 OUT1=120 "DISADVANTAGED", OUT2=300 FIRST-YEAR / FULL-TIME STUDs.
512 STUDENTS PARTICIPATING IN "ORIENTATION TO COLLEGE", N=200

VEPD
CODE

ACTUAL OUTCOMES

302 SAME, ALTHOUGH-- OUT1 & 2=40, OUT3=32
400 SAME--ALTHOUGH, OUT1=47, OUT2=5
401 SAME--ALTHOUGH, OUT1=67, OUT2=49, OUT3=68, OUT4=60
402 SAME--ALTHOUGH, N=40
403 SAME--ALTHOUGH, OUT1=50, OUT2=50
405 SAME--ALTHOUGH, N=202
500 SAME--ALTHOUGH, N=1506
501 SAME--ALTHOUGH, N=75
502 SAME--ALTHOUGH, N=109
503 SAME--ALTHOUGH, N=82
504 SAME-- ALTHOUGH, OUT1=1140, OUT2 - OUT6=350
506 SAME--ALTHOUGH, N=28
507 SAME--ALTHOUGH, N=337
508 SAME--ALTHOUGH, N=312
509 OUT1=660 NEW STUDENTS, OUT2=36 PSY101 CLASS, OUT3= 46 JTPA STUDs
510 OUT1= 23 "DISADVANTAGED", OUT2=318 FIRST-YEAR / FULL-TIME STUDs.
512 SAME--ALTHOUGH, N=146

DATA COLLECTION METHODS

The following chart represents first how VEPDs planned to collect student outcome data and basically how they actually accomplished the task. As you can see all postsecondary VEPDs followed exactly their original plans.

DATA COLLECTION METHODS PLANNED

VEPD CODE	
302	TEST RESPONSES
400	COUNSELOR RATINGS OF WRITTEN ASSIGNMENT, JOB OBJECTIVE, RESUME
401	TEST RESPOONSES, EVALUATION RESULTS, WRITTEN ASSIGNMENTS
402	TEST RESPONSES ON JOB SEARCH KNOWLEDGE
403	COUNSELOR ASSESSMENTS OF WORKSHEETS
405	TEST/ASSESSMENT RESULTS, COURSE SELECTIONS, ACHIEVEMENT SCORES
500	COURSE COMPLETION RATES AND FOLLOWING SEMESTER RETENTION RATES
501	ASSESSMENT RESULTS, COURSE SELECTIONS, CAREER OBJECTIVES
502	TEST RESPONSES ON INTERESTS, VALUES, ETC., COURSE ACTION PLAN
503	TEST RESPONSE ON CAREER PLANNING, EVALUATION OF ACTIVITIES
504	ASSESSMENT RESULTS ON INTERESTS, VALUES, APTITUDES, PERSONALITIES
506	TEST RESPONSES, ASSIGNMENT RESULTS, CLASS PARTICIPATION
507	TEST RESPONSES ON INFO. KNOWLEDGE AND EVENT EVALUATION
508	RESPONSES ON DEXTERITY AND CAREER INTEREST QUESTIONS
509	SKILLS KNOWLEDGE, JOB SEARCH KNOWLEDGE, PERSONALITY FACTORS
510	CHECKLIST PROFILES, ASSIGNMENT EVALUATIONS
512	TEST RESPONSES ON CAREER/LIFE SKILLS, ATTENDANCE RECORDS

DATA COLLECTION METHODS - ACTUAL

VEPD CODE	
302	SAME
400	SAME
401	SAME, ALTHOUGH ADD CAREER QUEST., DECISION SCALE, CDM SYSTEM
402	SAME
403	SAME
405	SAME
500	SAME
501	SAME
502	SAME
503	SAME
504	SAME
506	SAME
507	SAME
508	SAME
509	SAME
510	SAME
512	SAME

EVALUATION PROCEDURES

PLANNED AND ACTUAL

The following is a listing by VEPD school codes of the planned procedures for evaluating student outcomes. You'll note that there were VEPDs that used a pre/post test approach while 7 VEPDs used a post test approach only. All 17 VEPDs implemented exactly the procedures that they initially planned.

VEPD CODE	EVALUATION PROCEDURES PLANNED & USED
302	POST TEST ON COLLEGE RESOURCES AND CAREER PLANNING SKILLS
400	COUNSELOR RATING OF WRITTEN ASSIGNMENT, JOB OBJECTIVE, RESUME
401	POST-TEST, PRE- AND POST-TESTS, EVALUATION INSTR., WRITTEN ASSIGN
402	PRE- AND POST-TEST ON KNOWLEDGE GAINED
403	ASSESS "PLAN OF ACTION" SHEETS IN WORKBOOK
405	CORRELATE RESULTS OF "HOME TEST" WITH "ASSET" RESULTS
500	MEASURE INCREASE IN COMPLETION/RETENTION RATES AMONG MATRICULATOR
501	REVIEW ASSESSMENT RESULTS VS. COURSE SELECTION AND CAREER CHOICE
502	REVIEW ASSESSMENT RESULTS VS. COURSE SELECTION AD CAREER CHOICE
503	PRE- AND POST-TEST DESIGN, COUNSELOR REVIEW OF WORKBOOK ACTIVITIES
504	REVIEW OF ASSESSMENT INSTRUMENTS
506	POST-TEST DESIGN ON CAREER PLANNING KNOWLEDGE, REVIEW OF EXERCISE
507	POST-TEST DESIGN EVALUATING KNOWLEDGE OF INFO. GATHERED IN PROCESS
508	POST WORKSHOP QUESTIONNAIRE, REVIEW OF ASSESSMENT SURVEYS
509	WRITTEN ASSIGNMENT, POST-TEST COURSE EVAL., ASSESSMENT QUESTIONNA
510	CHECKLISTS, AND STANDARD GRADING PROCEDURES (ASSIGN., ATTENDANCE)
512	TEST SCORES AND ATTENDANCE FIGURES

PART 3

Career Guidance Methods

- Planned
- Implemented

PART 3

GRADES SIX - TWELVE

PROGRAM ACTIVITIES

All of the 87 secondary school grantees reviewed in this study reported conducting at least one program activity. Of this total, 71 grantees (81.6 percent) reported conducting at least three program activities. Of the total, 34 schools (39.1 percent) reported conducting at least four program activities. Six industrious grantees (6.8 percent) reported conducting seven or more program activities. Listed below are the number of program activities reported by the number of schools specifying said activities.

Number of Activities Reported	Number of Schools Reporting	Percent of Total Schools Reporting
1	87	100.0 %
2	81	93.1 %
3	71	81.6 %
4	34	39.1 %
5	15	17.2 %
6	5	5.7 %
7	3	3.4 %
8	2	2.3 %
9	1	1.1 %

For the purposes of this study, individual program activities were categorized into one of 12 program activity types. This typology corresponds with the major program activity types recognized by NOICC researchers in their conduct and reporting of national program evaluations. This chart of codes was provided earlier in this report. This process of categorization was done for two reasons: one, to reduce the great variance of responses into a manageable form; and two, to permit additional review at a later date when state program planners may wish to compare the results from Ohio with results from other broader studies.

The 87 schools studied here reported a total of 299 program activities under this grant. Nearly one in four schools (24.4 percent) reported conducting a "guidance infusion" activity in the classroom. The next two most common activities conducted were "mentoring and tutoring" (14.7 percent) and "testing" (14.1 percent). The third most common type of activities were in the category of "other--special events" (10.0 percent). The fourth most common types of activities were in the "career information systems" category (9.0 percent) and the "recruitment" category (8.7 percent). These six activity types represented approximately 80.9 percent of all reported activities.

Of the top six activity types, only the category of "recruitment" (8.7 percent) represented an activity whose benefit went to someone or something other than going directly to a student. However, the "recruitment" margin is overcome by the combined categories of "planning/decision making" (4.7 percent) and "field-based experience" (4.0 percent).

To summarize, this means that four out of five reported program activities (80.9 percent) generated benefits to students directly. Only one in four reported activities (19.1 percent) generated benefits for someone or something other than a student directly. These activities benefiting others included: "recruitment" (8.7 percent); "inservice training" (6.4 percent); "guidance curriculum/counselor instruction" (3.0 percent); and a combined "program evaluation" and "placement" at 1.0 percent.

Listed below are all the reported program activities in rank order of reported frequency:

Activity Type	Number of Activities Reported (Percent of Total Activities)
Guidance Infusion-- In Classroom	73 (24.4 %)
Mentoring & Tutoring	44 (14.7 %)
Testing	42 (14.1 %)
Other--Special Events	30 (10.0 %)
Career Info. Systems	27 (9.0 %)
Recruitment	26 (8.7 %)
Inservice Training	19 (6.4 %)
Planning/Decision Making	14 (4.7 %)
Field-Based Experience	12 (4.0 %)
Guidance Curriculum-- Counselor Instruction	9 (3.0 %)
Program Evaluation	2 (.5 %)
Placement	1 (.5 %)
TOTAL	299 (100.0 %)

To see the individual activities that comprise each category of activity type please refer to the following seven pages.

Ohio Guidance Program Evaluation

List of Activities

1. **Guidance Infusion -- in Classroom**	**VEPD No.**
Conduct career exploration units	35
Review written exercises to clarify choices	2
Conduct workshop for college-bound seniors	27
Conduct employability workshops	94
Conduct career survey interpretation sessions	116
Coordinate "CPP" interpretation sessions	118
Conduct orientations to career devel. services	36
Conduct career decision-making orientations	38
Interpret "ideas" results in home school classes	45
Conduct group guidance sessions	81
Conduct group guidance program	90
Conduct career decision making program	104
Conduct group guidance sessions	106
Conduct group evaluation/assessment sessions	117
Conduct Voc. Ed. orientation program	119
Conduct employability skills class	16
Present video material	20
X-job application exercises did not happen	64
Conduct group orientation program	70
Conduct group guidance sessions	75
Conduct group survey interpretation sessions	78
Conduct group guidance counseling sessions	85
Conduct group guidance to review "OIS" & "DAT"	101
Conduct student workshops	103
Conduct student orientation	107
Conduct student group orientation on OCIS sys.	108
Complete 1-week work orientation program	3
Instruct students on job seeking "pieces"	4
Conduct home school classroom orientation	5
Conduct 4-week unit on job readiness	7
Visit home schools to present voc. handbooks	9
Conduct 6-week job readiness unit	12
Conduct 1-week career orientation unit	15
Implement activities in manual "Focus on the Future"	19
Conduct classroom orientation	20
Conduct group guidance sessions (4)	21
Conduct career orientation sessions	23
Conduct group guidance sessions	26
Provide goal orientation/instruction	28
Conduct orientation process at 22 home schools	30
Conduct 4 career orientation sessions	32
Conduct guidance orientation sessions	37
Prepare and deliver career awareness unit	40
Conduct self esteem building activities	43
Prepare and conduct classroom presentations	44
Present unit on sex bias, stereotyping & careers	51
Conduct series of group guidance activities	53
Conduct group counseling sessions	54

Conduct "fresh start" program for "at risk" 11th	56
Conduct "interest and aptitude" sessions	57
Conduct group guidance sessions	58
Conduct orientation/registration program	59
Instruct students on use of career resources	60
Conduct employability skills sessions	61
Conduct group guidance session on resume writing	64
Conduct orientation program	69
conduct career workshop on "Career choice process"	73
Conduct employability skills sessions	77
Conduct self esteem program "unlocking your potential	84
Conduct "Human Sexuality" program	86
Conduct program on financial aid OPPs post-high	89
Conduct career orientation program	96
Conduct job skills program	98
Conduct counseling program for "at risk" population	99
Conduct group guidance activities	100
Conduct group guidance sessions	102
Conduct career orientation program	104
Conduct career orientation program	105
Conduct financial aid workshops	109
Conduct career interest program	113
Conduct career exploration program	115
Conduct career interest/aptitude orientation	116

2. Guidance Curriculum/Counselor Instruction

Refine curriculum	35
Produce "Going to College" booklet	74
Present instruction on study skills	28
Complete one-week application training program	3
Conduct student "inservice" on employability skill	4
Develop 12-15 career exploration units	35
Conduct resume writing workshop	1
Instruct printed materials -- view video tapes	2
Prepare materials for emply. skills class	16

3. Mentoring & Tutoring

Conduct non-traditional career presentations	37
Coordinate non-traditional student support groups	37
Conduct group/individual counseling sessions	27
Conduct individual guidance sessions	37
Review student credential folders	4
Assist with preparation of individual journals	13
Conduct individual student and parent conferences	28
Conduct individual counseling sessions	41
Conduct small group/individual counseling sessions	44
Assist students in career planning activities	60
Conduct individual guidance sessions	106
Assist students in researching chosen careers	113
Assist in computerization of student resumes	1
Video tape job interview simulations	4
Conduct video sessions of work job interviews	7

Conduct group counseling sessions	11
Conduct parent/student seminars	24
Provide individual counseling sessions	56
Assist students in career research activities	609
Conduct career assessment conferences	71
Provide group/individual counseling sessions	86
Conduct career guidance activities	95
Conduct individual guidance sessions	100
Provide individual instruction on OCIS	108
Arrange individual interviews	109
Assist students enter resume on PC	7
Conduct "fresh start" program for target students	11
Conduct video mock job interviews	12
Help match student interests with courses - 8th	18
Operate "drop-in" counseling program	24
Conduct individual counseling sessions	33
Assist in completion of student profile cards	36
Conduct individual counseling sessions	54
Conduct individual guidance sessions	58
Conduct individual counseling sessions	60
Conduct individual guidance sessions	81
Conduct small group counseling sessions	82
Conduct individual and group guidance sessions	94
Coordinate mock interviews using video	98
Assist students to prepare financial aid folders	109
Conduct individual evaluation/assessment sessions	117
Conduct "college knowledge tours"	24
Counsel students on preparing career plan	38
Conduct career seminar for "senior control group"	52

4. Field Based Experience

Conduct business/industry tours--minimum of 2	3
Coordinate field trips	28
Coordinate shadowing relationships	35
Operate shadowing experience program	3
Coordinate community explorations	26
Deliver series of field trips	57
Mock job interviewing exercises did not happen	64
Conduct tours to explore post-sec/voc options	21
Coordinate shadowing/visit program	23
Coordinate shadowing experiences	38
Coordinate "spring vacation" shadowing experiences	57
Conduct mock job interview experiences	61

5. Planning and Decision Making

Help match student interests with career/plans	18
Assist in development of student 4-year plans	43
Administer Harrington'O'Shea CDM system	104
Survey visitors on "planned intentions	5
Assist with career focus project	13

Deliver individualized career explore/plan prog.	15
Conduct career goal and decision making sessions	43
Conduct unit on self exploration	13
Assist students to assess aptitudes/interests	83
Administer knowledge/interest survey	119
Conduct unit on career decision making system	13
Assess needs of participating schools	35
Conduct career decision-making program	41
Conduct decision making workshop for students	72

6. Recruitment

Conduct orientation programs	57
Administer "caps" survey to 9th grade	6
Conduct field trip to career center--8th grade	6
Conduct interest survey	8
Conduct tour of Voc. Ed. progs.	20
Process student applications	30
Tour career clusters at JVS	40
Conduct informational/recruitment mailing	44
Conduct pre-enrollment activities	66
Conduct group exploration activities	70
Conduct "hands on" exploration program	111
Conduct JVS on-site tour	5
Conduct tour of vocational facility	9
Arrange visits to Voc. Ed. programs	26
Coordinate student visits to JVS	30
Conduct tour of JVS	66
Conduct visitation "explore career days"	69
Coordinate exploration tour of JVS	105
Make recruitment visits to home schools	111
Conduct orientation sessions	6
Conduct career exploration program	8
Conduct meeting with parents of target students	11
Prepare and deliver "freshman road show"	39
Conduct group orientation sessions	66
Develop and mail promotional brochures	111
Coordinate visits to Voc. Ed. labs at H.S.	119

7. Placement

Assist with job placement	32

8. Testing

Develop/implement assessment process	35
Review and grade classroom test	2
Administer evaluation surveys	104
Administer "puzzle" matching test	5
Administer "Ohio Interest Survey" and ASVAB	57

Administer OIS survey	100
Administer Voc. research interest inventory	117
Administer follow-up test	9
Conduct pre/post test on employability skills	16
Administer survey of road show attendees	39
Conduct survey of sex equity knowledge	53
Assess individual needs	54
Administer student interest surveys	69
Manage computer entry of assessment data	72
Administer personality profile instruments	103
Administer survey tests	105
Test student knowledge	1
Administer ASVAB inventory	15
Prepare/administer program satisfaction survey	27
Administer ASVAB battery	28
Administer career interest inventory	41
Administer "Employability I.Q. Test"	56
Administer computerized test	59
Coordinate individual computer self-study	72
Administer Ohio interest survey	90
Administer pre- and post-test	96
Administer "Ohio 3-Rs" Test	106
Administer career interest survey	113
Administer "COPS/CAPS" battery	116
Administer "CPP" survey/inventory	118
Administer/interpret strong-Campbell inventory	27
Administer "MESA" aptitude battery	33
Administer ECC/FCC Voc. interest survey	36
Administer "Ideas" career interest inventory	45
Provide "Microcomputer eval., screen., assess."	71
Administer Ohio interest survey	75
Administer career interest/aptitude surveys	78
Administer career interest survey	81
Administer "Career Decision Making" system	85
Administer self-assessment tests	94
Administer interest and aptitude surveys	101
Administer ASVAB survey	106

9. Career Information Systems

Demonstrate OCIS	57
Provide student instruction/experience on OCIS	61
Provide inservice training on OCIS	61
Conduct instruction on microfiche info system	113
Demonstrate OCIS system	117
Counsel students using OCIS and other materials	36
Conduct OCIS demonstrations	38
Conduct workshops on information systems	54
Demonstrate OCIS system	90

Review interest surveys	2
Conduct "Career Finder" exercise - 10th grade	18
Prepare career plan using tests and OCIS	27
Broker assistance from external sources/community	32
Conduct OCIS demonstration	37
Conduct OCIS demonstration	41
Demonstrate OCIS system	82
Demonstrate OCIS system	113
Demonstrate OCIS system	116
Review personality inventories	2
Review OCIS data	8
Automate career interest survey results	44
Provide instruction on the OCIS system	52
Demonstrate OCIS system	95
Demonstrate OCIS system	102
Conduct "career finder" exercise - 7th grade	18
Demonstrate OCIS system	74
Demonstrate OCIS system	83

10. Program Evaluation

Administer survey on employment aptitudes	37
Coordinate assessment and debriefing phase	23

11. Inservice Training

Provide teacher/counselor in-service	44
Conduct inservice training	53
Demonstrate OCIS training	115
Provide teacher inservice	35
Conduct counselor inservice on evaluating "CPP"	118
Conduct inservice for senior staff instructors	32
Conduct teacher inservice on road show	39
Conduct counselor/teacher in-service	43
Provide teacher/counselor in-service	45
Conduct staff inservice on "MESA" analysis system	71
Conduct inservice for teachers to promote careers	74
Conduct staff inservice on orientation program	70
Conduct teacher/counselor/staff inservice	82
Conduct counselor/teacher inservice	90
Provide counselor/teacher inservice on OCIS	95
Conduct teacher/counselor inservice	103
Conduct JVS instructor inservice on OCIS system	108
Conduct teacher/counselor inservice	117
Conduct counselor inservice on "CPP" program	118

12. Other -- Special Events

Organize 8th grade tours of TTC	37
Conduct "Career Opportunities Night"	57
Conduct "Cluster" Visitation Day	44
Conduct career orientation program event	36
Organize guest "Career Speakers"	57

Organize speaker programs	115
Conduct Visitation Day for teachers	37
Organize presentations by post-sec speakers	58
Conduct "Job Fair 89"	61
Coordinate special speakers	74
Conduct "College Career Night"	81
Coordinate visiting presenters	52
Conduct multi-cultural program	58
Coordinate local speakers	61
Conduct "Career Day Extravaganza	74
Conduct career orientation program	78
Coordinate guest speakers and special events	94
Organize JVS "Tour Day"	101
Coordinate guest speakers	102
Coordinate career demonstrations	107
Conduct "Career Fair" tour	115
Conduct "Career Days" at Career Center	6
Conduct sex discrimination presentations	37
Organize Career Fair	40
Organize series of presenters	53
Coordinate a "Job Fair"	77
Coordinate guest speakers	86
Organize special speakers, activities, etc.	100
Coordinate tour of JVS programs	104
Coordinate career education tours	115
Conduct "Career Week" program	107

POSTSECONDARY PROGRAM ACTIVITIES

All seventeen (17) institutions used at least two types of career guidance activities. In summary, the following are the forty-one (41) activities across the 17 grantees.

ACTIVITY CATEGORY	NUMBER OF SCHOOLS REPORTING
GUIDANCE INFUSION--IN CLASSROOM	11
MENTORING/TUTORING	9
PLANNING/DECISION-MAKING	5
TESTING	8
CAREER INFORMATION SYSTEMS	7
OTHER--SPECIAL EVENTS	1
TOTAL	41

More specifically the following are the more detailed activities reported by the 17 grantees.

PROJECT ACTIVITY CODE	FIRST LISTED ACTIVITY	VEPD CODE
1	CONDUCT STUDENT ORIENTATION SESSIONS	302
1	CONDUCT RESUME/COVER LETTER WORKSHOP	401
1	ADMINISTER CAREER PLANNING PROGRAM	501
1	CONDUCT CAREER PLANNING GROUP SESSIONS	502
1	CONDUCT SMALL GROUP ORIENTATION SESSIONS	504
1	CONDUCT ORIENTATION/PLACEMENT TESTING PROGRAMS	512
3	CONDUCT GROUP COUNSELING SESSIONS	403
3	CONDUCT INDIVIDUAL COUNSELING SESSIONS	503
8	ADMINISTER PRE-TEST OF JOB SEARCH KNOWLEDGE	402
8	ADMINISTER "ASSET" TESTING/COUNSELING SYSTEM	405
8	ADMINISTER "ASSET" TESTING/ASSESSMENT SYSTEM	500
8	ADMINISTER CAPS/COPS/COPES INVENTORIES	506
10	EVAL. CAREER COURSE EFFECT. FOR NON-TRAD. WOMEN	400
11	CONDUCT COUNSELOR INSERVICE	507
11	CONDUCT FACULTY INSERVICE	508
12	CONDUCT NEW STUDENT ORIENTATION PROGRAM	509
12	NEW STUDENT ORIENTATION	510

PROJECT ACTIVITY CODE	SECOND LISTED ACTIVITY	VEPD CODE
1	CONDUCT JOB SEARCH SESSION FOR NON-TRAD. WOMEN	400
1	CONDUCT CAREER COURSE	506
1	CONDUCT STUDENT ORIENTATION TO CAREER CENTER	507
1	CONDUCT CAREER WORKSHOP	508
1	PRESENT PSY 101 - CAREER LIFE PLANNING CLASS	509
3	REVIEW RESUMES/COVER LETTERS	401
3	CONDUCT INDIVIDUAL COUNSELING SESSIONS	405
3	CONDUCT SMALL GROUP AND INDIVIDUAL COUNSELING SESS	512
5	CONDUCT CAREER PLANNING WORKSHOPS	301
5	PROVIDE "CAREER NAVIGATOR" COMPUTERIZED PROGRAM	402
5	MONITOR GROUP OF BRIEF WRITTEN ASSIGNMENTS	504
5	ADMINISTER "ASSET" CAREER PLANNING SYSTEM	510
8	ADMINISTER CAREER ASSESSMENT INVENTORIES	502
8	ADMINISTER "CAREER JOURNEY INVENTORY"	503
9	DEMONSTRATE OCIS SYSTEM	403
9	ADMINISTER "DISCOVER" CAREER PLANNING SYSTEM	500
9	DEMONSTRATE COMPUTERIZED GUIDANCE/INFO SYSTEM	501
	THIRD LISTED ACTIVITY	
1	CONDUCT JOB SEARCH STRATEGY WORKSHOP	401
1	CONDUCT GROUP COUNSELING PROGRAM	500
1	CONDUCT "DISCOVER" CDM SYSTEM	503
3	PROVIDE INDIVIDUAL COUNSELING OPPORTUNITIES	302
3	CONDUCT INDIVIDUAL COUNSELING SESSIONS	501
3	CONDUCT INDIVIDUAL COUNSELING SESSIONS	508
8	ADMINISTER POST-TEST OF KNOWLEDGE	402
8	ADMINISTER CDM SYSTEM	504
8	ADMINISTER PERSONALITY AND COLLEGE PREP. ASSESS.	509
8	ADMINISTER MBTI ASSESSMENT	510
9	DEMONSTRATE OCIS SYSTEM	502
9	DEMONSTRATE OCIS SYSTEM	506
9	DEMONSTRATE OCIS AND OTHER COMPUTERIZED SYSTEMS	507
	FOURTH LISTED ACTIVITY	
1	CONDUCT JOB INTERVIEW WORKSHOP	401
1	CONDUCT CAREER PLANNING SEMINAR	504
3	CONDUCT INDIVIDUAL COUNSELING SESSIONS	506
5	CONDUCT SURVEY TO DETERMINE WORKSHOP TOPICS	507
	FIFTH LISTED ACTIVITY	
1	CONDUCT CAREER PLANNING WORKSHOPS	401
3	ASSIST WITH SELF-DIRECTED SEARCH ACTIVITIES	503
8	ADMINISTER VOCATIONAL MATURITY ASSESSMENT INSTRU.	504
12	ORGANIZE AND PRESENT WORKSHOP SERIES	507

PROJECT ACTIVITY CODE	SIXTH LISTED ACTIVITY	VEPD CODE
9	ASSIST IN COMPUTERIZED CAREER PLANNING SYSTEMS	401
11	CONDUCT COUNSELOR INSERVICE	504
12	CONDUCT CAREER FAIR	507
	SEVENTH LISTED ACTIVITY	
3	CONDUCT INDIVIDUAL COUNSELING SESSIONS	401

PART 4

Career Guidance Student Outcomes

- Planned
- Achieved

PART 4

STUDENT OUTCOMES

The 87 secondary schools reviewed in this study reported serving a total of 62,357 students who experienced a total of 92,506 student outcomes. The total number of student outcomes is greater than the total number of students, because many schools reported achieving several different student outcomes for the same set of student participants. There were approximately 1.48 outcomes per student on the average.

As was the case with program activities reported in PART III of this study, individual student outcomes were categorized into a series of 12 student outcome types which correspond to student outcome definitions used by NOICC researchers. A detailed examination of separate student outcome types follows later in this section of the study.

Table 2 shows the total number of students, the total number of student outcomes and the corresponding total actual dollars expended for each grade level that the grantees reported achieving a student outcome.

Of the 62,357 students served under this grant, Grade 10 had the largest proportion of students (29.5 percent), and Grade 8 the second largest group (21.8 percent), with Grade 9 a distant third (10.8 percent). The next largest group of students served included Grade 9 & 10 (7.5 percent), Grade 11 & 12 (7.0 percent), and Grade 11 (6.9 percent). These six grade levels (both individual and combined) accounted for approximately 83.5 percent of the total number of students served under this grant. Students in

TABLE 2

TOTAL STUDENTS, AND STUDENT OUTCOME TYPE BY GRADE LEVEL

GRADE	TOTAL OUTCOMES	OUTCOME 1 (N=7)	OUTCOME 2 (N=6)	OUTCOME 3 (N=13)	OUTCOME 4 (N=5)	OUTCOME 5 (N=8)	OUTCOME 6 (N=74)	OUTCOME 7 (N=1)	OUTCOME 8 (N=40)	OUTCOME 9 (N=21)	OUTCOME 10 (N=0)	OUTCOME 11 (N=2)	OUTCOME 12 (N=19)
6	1736			434					434	434			434
7	1605			203			1177		215				
7 & 8	2517	1310					67			1150			
8	20890					1769	14125		3103	829			1064
8 & 9	1794						1794						
9	10476			686			5031		3805	532			422
9 & 10	5490						3555		1935				
10 & 11	100	100											
10	24574			1208			16301		4847	1266			952
11	9061		296	690	789	309	2112		1318	2744		266	507
11 & 12	5437	661	507	38			2865		917	449			
12	3917		563			182	462	213	998	247			1252
ALL SEC.	4893	800				800	1542		800			267	684
OWA	6	6											
TOTAL	92056	2877	1366	3259	789	3060	49031	213	18382	7681	-0-	533	5315
	(100.00)	(3.11)	(1.48)	(3.52)	(0.85)	(3.31)	(53.00)	(0.23)	(19.87)	(8.30)	-0-	(0.58)	(5.75)

Grade 10 and Grade 8 accounted for over half (51.3 percent) of the total number of students served. Other than students in Grade 6 (0.7 percent) and Grade 10 & 11 (0.2 percent), the remaining number of students were about equally distributed across other grade levels.

Of the 92,506 total student outcomes, Grade 10 (26.6 percent) and Grade 8 (22.6 percent) again accounted for about half of all student results (49.2 percent), with Grade 9 a distant third (11.3 percent). The fourth largest group of outcomes appeared in Grade 11 (9.8 percent). The next largest group of student outcomes came in Grade 9 & 10 (5.9 percent), Grade 11 & 12 (5.9 percent), and Grade "All Secondary" (5.3 percent). These seven grade levels accounted for approximately 87.4 percent of all student outcomes achieved under this grant.

In terms of cost effectiveness, it seems that programs at the Grade 8 and Grade 9 & 10 levels delivered the greatest impact. In Grade 9 & 10, about 1.5 percent of the total actual dollars reached 7.5 percent of the total students who achieved 5.9 of the total student outcomes. In Grade 8, about 10.8 percent of the total actual dollars reached 21.8 percent of the total students who achieved 22.6 percent of the total student outcomes.

The least cost effective programs seemed to be delivered at the Grade 11 and Grade 12 levels. In Grade 11, about 13.3 percent of the total actual dollars reached only 6.9 percent of the total students who achieved only 9.8 percent of the total student outcomes. In Grade 12, about 12.9 percent of the total actual dollars reached only 4.6 of the total students who achieved only 4.2 percent of the total student outcomes.

OUTCOMES BY TYPE

In order to make more manageable the vast array of individually reported student outcomes and to allow for future comparable analyses, separate student outcomes were categorized into student outcome types. These categories comprise student outcome types recognized by NOICC researchers in their analyses of student outcomes on a broader scale. Consult Table 3, to see what separate student outcomes were grouped under particular student outcome types. Listed below are the 12 student outcome types with attendant outcome codes:

Outcome Code	Outcome Type
1	Self Concept--Esteem
2	Interpersonal--Social and Interaction Skills
3	Career Decision Making
4	Educational Achievement
5	Attitudes Toward Work/Learning
6	Career and Educational Opportunities--Interests
7	Job Placement
8	Work World--Interests, Attitudes & Knowledge
9	Career Planning
10	Life Roles and Selected Career
11	Family Roles & Work Change
12	Career Exploration & Employability

Table 3 shows total student outcomes and each student outcome type for all reported grade levels. Outcome 6 "Career and Educational Opportunities" alone accounted for more than half (53.0 percent) of all student outcomes. At a distant second, Outcome 8 "Work World--" accounted for 19.9 percent of all student outcomes. The next most frequently achieved outcome was Outcome 9 "Career Planning" with 8.3 percent of all student outcomes. These three outcomes accounted for about 81.2 percent of the total student outcomes reported.

Of the remaining outcomes, insignificant numbers were reported in Outcome 4 "Educational Achievement" (0.8 percent), and in Outcome 7 "Job Placement" (0.2 percent). Interestingly, no outcomes were reported under Outcome 10 "Life Roles . . ." (0.0 percent).

Table 3 also shows some interesting patterns in the distribution of student outcomes across various grade levels. For example, each of the top two grade levels for total outcomes--Grade 10 and Grade 8--have a disproportionately large share of outcomes (two out of every three) in Outcome 6 "Career and Educational Opportunities."

Except for Grade 8 & 9 and Grade 10 & 11 where total outcomes were concentrated in one outcome type, the early grades (Grade 6 through Grade 10) tended to list outcomes in three or four outcome types. The later grades (Grade 11 through Grade "All Secondary") tended to list outcomes in six to nine outcome types. Grade 11 listed outcomes in the most (nine) outcome types. Interestingly, Grade 11 showed a disproportionately low number of outcomes in

Outcome 6 (23.3 percent versus 53.0 percent for all grades), and a corresponding high number of outcomes in Outcome 9 (30.3 percent versus 8.30 percent for all grades).

TABLE 3

Ohio Guidance Grant Program Evaluation

List of Student Outcomes

1. Self-Concept -- Esteem	**Grade**
Non-traditional students build confidence	0
Increased understanding of sex roles/stereotypes	11 & 12
Identify the meaning of self-esteem	11 & 12
Understand the importance of high self esteem	7 & 8 1
Understand ones unique personal characteristics	9, 10 & 11
Know and deal with "at risk" factors	9 - 12
Match 2 high skill areas with 2 career options	9, 10 & 11
2. Interpersonal -- Social & Interaction Skills	
Complete a successful mock job interview	11
Complete a mock interview successfully	12
Learn to complete a successful job interview	11 & 12
Relate behaviors that are free of sex bias	11
Understand expectations of job and fellow workers	12
Identify/relate personality style to career choice	12
3. Career Decision Making	
Make career and training choices	6
Ability to use career decision making process	9
Use decision process to consider proprietary schools	11
Understand career decision making process	9
Evaluate present career choice	11
Complete application for job enrollment	10
Participate in pre-enrollment activities at JVS	10
Name five types of financial aid	11
Develop individualized plan of action	11 & 12
Learn components of career decision making	6
List 8 of 10 components in career decision making	7
Use assess. results to choose 10th grade courses	9
Match career choice with assessment results	10
Choose to enroll in vocational programs (n=1200)	10
Increase knowledge of decision making skills	10
Explain in writing their personal goals	11
4. Educational Achievement	
Know percentile ranking in state on voc. skills	11
Meet requirements to re-enroll next year	11
Change/modify goal after goal setting instruction	11
Learn labor market info from OBES staff	12
"At risk" students attain a "C" average or higher	11
Fewer absences, fewer tardies, improved GPA (C)	11

5. Attitudes Toward Work & Learning

Assess Value of exploration unto to own progress	8
Identify at least one non-traditional career	8
Change goal choice(s) after new info./ counseling	11
List 5 criteria in selecting further education	11
Know how identify and report sex harassment - TTC	12
Ability to list steps in making a career decision	9 - 12
"At risk" students have fewer than 18 absences	11
Develop desirable employability skills/attitudes	11

6. Career and Educational Opportunities -- Interests

Register for program visitation at TTC	11
Explore post-secondary options	11
Aware of Voc. Ed. Progs/visit 2 non-trad. progs	10
Summarize military progs/incentive plans	11
Identify activities they do best	8
Know 5 Voc. Ed. progs related to career aptitudes	10
Participate in 2 business/industry tours	12
Select appropo course work	8
Match interests with academic skills	8
Complete 4-year educational plan	8
Explain Voc. Ed. and identify 5 voc. ed. progs	9
Know 5 Voc. Ed. progs related to career interests	10
Correlate interests with 2 careers or college plan	11
Match interest profiles with career prep progs	9 & 10
Gain info. on "Going to College"	11 & 12
Match personal charac. with JVS programs	8
Know how to use career planning guide	8
Match 2 careers from OCIS with related courses	8
6 Select 3 courses appropo to interests/aptitudes	9
Know number/types of required credits for grad.	9
Know relevant facts about appropo Voc. Ed. progs	9
Ability to state logistics of Voc. Ed. progs	10
Know how to write or phone for financial aid	12
Name areas of study and related colleges	12
Identify info. about post-high training opps	11 & 12
Exposure to a variety of college and career opps	9 - 12
Match career exploration with course selection	8
Name a Voc. Ed. Prog. and 3 associated skills	8
Identify 2 best academic skills	8
Match job facts and trng. opps to interests	8
Understand own interests, abilities, values	8
Know where to obtain career and college info.	9
Identify 5 of 30 options available at JVS	9
Growth in knowledge of aptitudes/relation to career	9
Choose to enroll in college prep English (N=1200)	10
Identify future educational plans	10
Ability to describe Voc. Ed. Programs offered	10
Choose Voc. Ed. prog. that matches survey results	10
Match career goals to course selections	10
Consider 1 or 2 JVS progs for enrollment	10
Identify 2 trad. and 1 non-trad. Voc. Ed. program	10

Match a career to top 3 interest/aptitude areas	10
Know services available at career center	11
Match program choice with occ. interest-per ASVAB	11
Identify job outlook and career specifics	11
Identify 6 interests and relate to career plan	11
List a career option, rather than "I don't know"	11
Learn how to organize a financial aid folder	12
Write 4 charac. of 1 career choice	9 & 10
Know 2 interests/aptitudes/post-high academics	9 & 10
Identify academic/voc. courses appropo to choice	11 & 12
Match interests/abilities to occs, or trng. opps	11 & 12
Aware of variety of career ops in diff. sch. sub	9 - 12
Select interests and relate to career areas at JVS	7
Identify 2 career areas of interest	8
Identify voc. skills and match with prog. title	9
Match 3 interests with 3 Voc. Ed. progs	9
All 9th graders will list 7 of 10 Voc. Ed. prog.	9
Match 3 interests with 3 possible careers	9
Match 2 H.S. progs appropo with Voc. assess. result	9
Know how to select appropo high school program	9
Match HS subject or trng prog. to career interests	9
Identify 3 interest areas/2-3 prog. areas	10
Match Voc. Ed. prog./career with related interests	10
Gain understanding of personal interests	10
Match interests with course selections	10
Match interests/abilities with JVS prog. with job	10
Match 1 JVS prog. with highest interest/aptitude	10
Match 4 JVS progs with stated career interests	10
Know 3 JVS programs that match career interests	10
Awareness of career exploration resources available	11
Identify 5 interests and relate to career plan	11
Know career options related to Voc. Prog. choice	11
Knowledge on 4-of-7 factors in choosing a college	12
Learn how to use the OCIS system	12
Know how to obtain financial aid for post-sec ed.	12
Know 2 interests/aptitudes/post-high voc. opps.	9 & 10
Write 4 charac. of 1 post-sec. educ. institution	9 & 10
Learn how and where to locate info on the OCIS sys.	11 & 12
Match "CDM" skills with Voc. progs and career interests	7 & 8
Match Voc. Ed. progs with interests, abilities, etc.	8 & 9
Know guidance services/non sex discrim. pol. - TTC	9 - 12

7. Job Placement

Know importance of attitude via actual job	12

8. Work World, Interests, Attitudes & Knowledge

Select 5 factors influencing job market	10
Describe 1 additional career direction	11
Identify interests and relate to occ. options	10
Identify highest career interests	10
Understand self, interests and aptitudes	11
Name 2 career fields that match interests	11 & 12
Understand that school skills are needed for work	9 - 12
List 3 major areas of career aptitude	9
Identify potential jobs and match to prog. title	10
List 13 interests from ASVAB result card	11
Complete a job-ready resume	11
Know own strengths/weaknesses and relate to job(s)	12
Complete resume in "letter perfect" form	12
Learn to complete applications and other forms	12
Complete correctly a job application and resume	12
Assess aptitudes/interests relating to occs.	9 & 10
Learn to complete job application	11 & 12
Discover interests and identify related jobs	6
Explore interests/abilities via computer	7
Match 3 job-related titles to interest areas	7
Know ones highest and lowest career interests	8
Know 5 jobs/necessary training for occ. success	8
Identify 3 highest worker trait groups as per OIS	8
Identify 3 occupations that relate to interests	8
Know interests, abilities, values in career choice	8
Name strongest career interests and related jobs	9
Ability to list facts about 3 careers of interest	9
List 3 major areas of career interest	9
Learn several ways that adults earn a living	9
Match 2 voc. ed. progs. with interests, abilities	10
Identify highest career interest	10
Match interests/abilities to 3 related occupations	10
Identify top 3 interest/aptitude areas	10
Identify 3 occs that require entry-level skills	10
Know own career interests, abilities, aptitudes	10
Complete a correct job application	11
Identify at least 3 career interests	11
Match trng., pay, phys. require. to career fields	11
Awareness Ioof importance of quality resume	12
Complete job applications without errors	12
Identify appropriate job seeking skills	12
Complete resume, cover let., job appl., interview	12
List skills required to secure a job	12
Learn to complete cover letter and resume	11 & 12
Knowledge of entry level job skills and experience	11 & 12
Aware of sex bias in work and non-trad. career opt	11 & 12

9. Career Planning

Apply exploration skills to high school plan	8
Develop 12-month plan for continued exploration	8
Consult with parents about career options/plans	8
Match JVS progs with career interests	9
X--Resumes of graduates updated	0
Use career information to narrow choices	6
Ability to access microfiche career info. system	10
Select courses appropo to interests/aptitudes 1	9
Formulate career goals and plan of action	11
Explain 2 career goals and plans to reach them	7 & 8
Application to JVS program	10
List empl. opp. and timing appropo to career	11
Name one or more careers related to interests 11	
Make decisions about post-high career plans	11
Knowledge of resources/services of guidance dept.	12
Know 3 career choices after high school	12
List the guidelines for goal planning	11 & 12
Explain steps in career decision making	7 & 8
Match interest/ability/experience with "CMM" proce	8
Name 3 career info. resources available at KLS	11
Write 3-year career goal plan	11
Career plan with anticipated job/advancement plans	11
Identify 1 option for achieving career interest	12
Know where and how to apply for financial aid	12
Know "Core of info." about career choices	11 & 12

10. Life Roles and Selected Careers

None

11. Family Roles & Work Change

Aware of Family trends/roles/changes in society	9 - 12
Understand jobs that require mobility	11

12. Career Exploration & Employability

Evaluate jobs that past JVS grads have obtained	11
Identify and contact "shadowing" projects	8
Master use of Ohio career info. system	8
Ability to explain about jobs visited	10
Identify specific job titles for research	6
Complete a final career exploration plan	
Identify 4 career areas of high interest	10
Experience work world related to skill	12
X-Learn job interview skills	12
Preparation of quality resume	12
Able to successful research career on OCIS	9 - 12
Match own strengths/weaknesses to career options	8
Select 3 jobs from OIS and ask for OCIS info	8
Know about OCIS, training, and financial files	9
Ability to demonstrate how skills fit with goals	11

Knowledge of 6 major components of quality resume	12
Prepare a resume successfully	12
Ability to complete job application and resume	12
Identify essential elements of exploration process	8
Ability to identify and list employability skills	11
Know resume, job application and interview skills	12
X-Complete a job application successfully	12
Know employability skills	12
Gain access to OCIS system	9 - 12

POSTSECONDARY OUTCOMES
(BY TYPE AND SCHOOLS)

Student Outcomes

The 17 postsecondary institutions reviewed in the study reported serving 5,901 individuals across 32 differernt types of outcome categories. Of interest is the fact that educational achievement (1,899 students) ranked the highest while only delivered by four institutions. The second highest career guidance outcome category was career/education opportunities with 1,746 students reported by 53% of the schools.

For the monies and time committed the districts should be commended for their efforts even if they were only 78% effective in reaching the total number of 7,571 student outcomes.

Table 4 provides a summary of the outcomes planned and achieved.

TABLE 4

POSTSECONDARY OUTCOMES PLANNED AND ACHIEVED

OUTCOME CATEGORY CODE			INDIVIDUALS EXPECTED NUMBER	ACTUAL NUMBER
1.	(1)	SELF CONCEPT ESTEEM	84	16
2.	(1)	INTERPERSONAL-SOCIAL SKILLS	100	0
3.	(1)	CAREER DECISION MAKING	45	47
4.	(4)	EDUCATIONAL ACHIEVEMENT	3,652	1,889
6.	(9)	CAREER/EDUCATION OPPORTUNITIES	808	1,746
8.	(6)	WORK WORLD-INTERESTS, ATTITUDES	1,498	933
9.	(3)	CAREER PLANNING	420	357
10.	(1)	LIFE ROLES AND SELECT CAREERS	94	24
12.	(6)	CAREER EXPLORATION/EMPLOYABILITY	870	889
		TOTALS	7,571	5,901

CODE ( ) REPRESENTS NUMBER OF SCHOOLS REPORTING

Following are the detail listing of the outcomes (by code) expected to be achieved and those outcomes met by VEPDs.

FIRST PRIORITY OUTCOME CODE	OUTCOME DESCRIPTION	VEPD CODE
1	COMPLETE CHECKLIST OF PERSONAL CAREER FACTORS	510
3	IDENTIFY NEEDS FOR SERVICES AT THE COLLEGE	302
4	INCREASE JOB SEARCH KNOWLEDGE BASE	402
4	KNOW ACHIEVEMENT LEVELS/RELATE TO COURSE SELECTION	405
4	KNOW ACHIEVEMENT LEVELS/RELATE TO COURSE SELECTION	500
4	KNOW STUDY SKILLS/TIME MGT./TEST SKILLS, RESOURCES	512
6	MATCH INTEREST/VALUES/APTITUDES WITH COURSE/OCCs	501
6	MATCH INTEREST/VALUE/ABILITY WITH APPROPO CAREERS	502
6	MATCH INTEREST/VALUES/SKILLS WITH CHOICE OF MAJOR	503

OUTCOME FIRST PRIORITY	(continued)	VEPD CODE
6	IDENTIFY CAREER RELATED PROGs AT HTC	504
8	INVENTORY INTERESTS, ASSESS SKILLS, CLARIFY VALUES	403
8	IDENTIFY/DEFINE TRANSFERABLE SKILLS	506
8	MATCH SKILLS/VALUES/INTERESTS WITH CAREER PLAN	507
8	COMPARE OWN SKILLS WITH OCC. SPECIFIC SKILLS	509
9	WRITE PARAGRAPH ON CAREER GOAL AND REASONS	400
12	LIST 6 ATTRIBUTES IMPORTANT TO RESUME/COVER LETTER	401
12	KNOW OWN MANUAL DEX./FINGER DEX./AND FORM PERCEP.	508

OUTCOME SECOND PRIORITY		VEPD CODE
6	LEARN CAREER PROGs/RESOURCES/SERVICES AT HTC	504
6	IDENTIFY BTC CAREER SERVICES FITTING CAREER PLAN	510
8	KNOW JOB SEARCH SKILLS, PRODUCTS, BEHAVIORS	509
9	KNOW LMI AND EXPLORATION SKILLS/DEVEL. ACTION PLAN	507
10	RELATE VALUES TO CAREER CHOICE PROCESS	506
12	LIST JOB OBJECTIVE BASED ON SKILLS--WRITE RESUME	400
12	IDENTIFY 4 JOB SEARCH STRATEGIES	401
12	EXPLORE 3 JOBS APPROPO TO INTEREST, ABILITY, VALUES	403

OUTCOME THIRD PRIORITY		VEPD CODE
2	KNOW OWN PERSONALITY/MOTIVATION/SOCIAL SKILLS PROF	509
6	MATCH 3 HTC PROGs WITH INTEREST/VALUES/PREFERENCES	504
6	MATCH VALUES/SKILLS/EDUCATION WITH CAREER OPTION	506
9	DEVELOP CAREER PLANNING SKILLS	302
9	DEVELOP RESUME AND LIST JOB SEARCH STRATEGIES	507
12	LIST 3 STEPS IN INTERVIEW PROCESS	401

OUTCOME FOURTH PRIORITY		VEPD CODE
6	IDENTIFY 3 CAREERS/CHOOSE APPROPO COLLEGE MAJOR	401
6	DESCRIBE 3 HTC PROGs BASED ON ASSESSMENT	504
8	UNDERSTAND JOB SEARCH PROCESS IN TECHNOLOGY AGE	506
12	KNOW FACTORS ASSOCIATED WITH OCC. ALTERNATIVES	507

OUTCOME FIFTH PRIORITY		VEPD CODE
6	KNOW AREAS ASSOCIATED WITH FORMING VOC. IDENTITY	504
6	IDENTIFY CSCC RESOURCES/INFO. ON CAREERS	506

OUTCOME SIXTH PRIORITY		VEPD CODE
6	KNOW KEY PROCESSES IN CAREER SELECTION	504

PART 5

Grant Budgets

- Planned
- Actual

PART 5

JUNIOR HIGH SCHOOLS AND SECONDARY SCHOOLS (VEPDs)

PROGRAM BUDGETS

For the 87 secondary schools participating in the grant study the state budgeted a total of $975,000. The budget amounts ranged from $5,000 to $30,000 in increments of $5,000. Listed below are the numbers of schools for each budgeted amount along with the total budgeted amount for each category of funding.

	Number of Schools	Percent of Schools	Budgeted Amount	Budgeted Total	Percent Total
	33	37.9 %	$ 5,000	$165,000	16.9 %
	28	32.2	10,000	280,000	28.7
	13	15.0	15,000	195,000	20.0
	3	3.5	20,000	60,000	6.2
	5	5.7	25,000	125,000	12.8
	5	5.7	30,000	150,000	15.4
TOTAL	87	100.0 %	n/a	$975,000	100.0 %

Of these amounts it is not surprising that nearly two of every three dollars that grantees reported actually spending went to cover personnel costs related to their individual program efforts. The second most popular expense category was "equipment" (14.2 percent), with the "supply" category (12.3 percent) a close third. "Contracted Services" (7.3 percent) was the only other major expense category on which grantees reported actually expending program dollars. The line items for "travel" (1.2 percent) and "other" (0.0 percent) proved to be insignificant cost categories to the schools in this study. Listed below are each of the program expense categories with total planned dollar outlays, total actual dollar expenditures and the total difference between planned and actual expenditures.

Expense Category	Total Planned Dollars	Total Planned Percent	Total Actual Dollars	Total Actual Percent	Total Difference In Dollars
Personnel	620,812	63.6	628,625	65.0	8,353
Travel	16,502	1.7	11,867	1.2	<4,635>
Equipment	115,187	11.8	136,715	14.2	21,028
Supplies	118,968	12.2	118,866	12.3	<112>
Contract Services	87,184	8.9	70,419	7.3	<16,765>
Other	17,250	1.8	-0-	-0-	<17,250>
TOTAL	975,903	100.0	966,977	100.0	<8,906>

The 87 schools participating in this study averaged $11,115 in total actual program expenditures. Of these schools, 73 schools reported actual expenditures in the personnel line, averaging $8,611. Of the total, 57 schools reported actual expenditures in the supply line, averaging $2,085. Thirty-one schools reported actual travel expenses, averaging $383. For each of the remaining expense categories, 26 schools reported actual expenditures for equipment, averaging $5,286, and for contract services, averaging $2,817.

POSTSECONDARY BUDGETS

Table 5 displays in summary form how the $192,792 invested in career guidance outcomes were spent by general budget categories. Besides spending only 96.75% of their planned total budgeted amount, it is interesting to note that $15,115 were moved from travel, supply and contracts categories and used for both personnel and equipment items. Consulting that this is only a .078% deviation it appears budgeting skills on the part of the grantees is very high.

The following graphic provides the detail of the budget line plans and actual expenditures by each of the 17 grantees.

GRANTEE BUDGET TOTALS

VEPD CODE	NAME OF SCHOOL	TOTAL PLANNED	TOTAL ACTUAL	DIFFERENCES
302	UNIVERSITY OF CINCINNATI	$ 12,150	$ 12,150	0
400	LORAIN CO. COMM. COLLEGE	7,787	7,787	0
401	SHAWNEE STATE UNIVERSITY	20,250	20,507	257
402	LAKELAND COMMUNITY COLLEGE	7,787	8,818	1,031
403	SINCLAIR COMMUNITY COLLEGE	12,150	12,150	0
405	EDISON STATE COMM. COLLEGE	4,000	4,000	0
500	MICHAEL J. OWENS TECH	19,156	19,156	0
501	MUSKINGUM AREA TECH	4,050	4,050	0
502	COLUMBUS STATE COLLEGE	31,463	31,463	0
503	NORTHWESTERN TECH	8,100	8,100	0
504	HOCKING TECH COLLEGE	16,200	16,996	796
506	CLARK STATE COMM. COLLEGE	7,887	7,887	0
507	CINCINNATI TECH COLLEGE	12,150	12,000	-150
508	STARK TECH COLLEGE	12,150	12,150	0
509	TERRA TECH COLLEGE	12,150	12,150	558
510	BELMONT TECH. COLLEGE	8,100	7,225	-875
512	WASHINGTON TECH COLLEGE	3,737	3,737	0
	TOTALS	$204,257	$200,884	$1,617

PERSONAL LINE ITEM

VEPD CODE	NAME OF SCHOOL	TOTAL PLANNED	TOTAL ACTUAL	DIFFERENCES
302	UNIVERSITY OF CINCINNATI	$11,979	$11,979	$ 0
400	LORAIN CO. COMM. COLLEGE	5,804	5,804	0
401	SHAWNEE STATE UNIVERSITY	0	0	1,540
402	LAKELAND COMMUNITY COLLEGE	1,427	1,688	261
403	SINCLAIR COMMUNITY COLLEGE	10,006	10,052	46
405	EDISON STATE COMM. COLLEGE	0	0	0
500	MICHAEL J. OWENS TECH	13,640	13,640	0
501	MUSKINGUM AREA TECH	4,050	4,050	0
502	COLUMBUS STATE COLLEGE	24,258	25,805	1,550
503	NORTHWESTERN TECH	3,017	3,017	0
504	HOCKING TECH COLLEGE	2,100	8,750	6,650
506	CLARK STATE COMM. COLLEGE	3,045	3,093	48
507	CINCINNATI TECH COLLEGE	0	0	0
508	STARK TECH COLLEGE	7,670	7,858	258
509	TERRA TECH COLLEGE	9,457	9,874	417
510	BELMONT TECH. COLLEGE	450	0	-450
512	WASHINGTON TECH COLLEGE	3,404	3,404	0

TRAVEL LINE ITEM

VEPD CODE	NAME OF SCHOOL	TOTAL PLANNED	TOTAL ACTUAL	DIFFERENCES
302	UNIVERSITY OF CINCINNATI	$ 75	$ 58	$ 17
400	LORAINE CO. COMM. COLLEGE	0	0	0
401	SHAWNEE STATE UNIVERSITY	550	167	-383
402	LAKELAND COMMUNITY COLLEGE	300	353	53
403	SINCLAIR COMMUNITY COLLEGE	185	139	-46
405	EDISON STATE COMM. COLLEGE	0	0	0
500	MICHAEL J. OWENS TECH	250	200	-50
501	MUSKINGUM AREA TECH	0	0	0
502	COLUMBUS STATE COLLEGE	1,000	613	-387
503	NORTHWESTERN TECH	0	0	0
504	HOCKING TECH COLLEGE	1,500	300	-1,200
506	CLARK STATE COMM. COLLEGE	200	91	-109
507	CINCINNATI TECH COLLEGE	3,000	3,676	676
508	STARK TECH COLLEGE	1,150	1,067	-83
509	TERRA TECH COLLEGE	228	354	126
510	BELMONT TECH COLLEGE	0	0	0
512	WASHINGTON TECH COLLEGE	0	0	0

EQUIPMENT LINE ITEM

VEPD CODE	NAME OF SCHOOL	TOTAL PLANNED	TOTAL ACTUAL	DIFFERENCES
302	UNIVERSITY OF CINCINNATI	$ 0	$ 0	$ 0
400	LORAINE CO. COMM. COLLEGE	0	0	0
401	SHAWNEE STATE UNIVERSITY	4,820	8,655	3,835
402	LAKELAND COMMUNITY COLLEGE	4,635	5,101	466
403	SINCLAIR COMMUNITY COLLEGE	0	0	0
405	EDISON STATE COMM. COLLEGE	0	0	0
500	MICHAEL J. OWENS TECH	0	0	0
501	MUSKINGUM AREA TECH	0	0	0
502	COLUMBUS STATE COLLEGE	0	0	0
503	NORTHWESTERN TECH	1,575	1,575	0
504	HOCKING TECH COLLEGE	6,950	7,411	461
506	CLARK STATE COMM. COLLEGE	0	0	0
507	CINCINNATI TECH COLLEGE	0	0	0
508	STARK TECH COLLEGE	1,000	1,033	33
509	TERRA TECH COLLEGE	0	0	0
510	BELMONT TECH COLLEGE	7,225	7,225	0
512	WASHINGTON TECH COLLEGE	0	0	0

SUPPLIES LINE ITEM

VEPD CODE	NAME OF SCHOOL	TOTAL PLANNED	TOTAL ACTUAL	DIFFERENCES
302	UNIVERSITY OF CINCINNATI	$ 196	$ 213	$ 17
400	LORAINE CO. COMM. COLLEGE	1,983	1,983	0
401	SHAWNEE STATE UNIVERSITY	11,901	9,917	-1,984
402	LAKELAND COMMUNITY COLLEGE	1,425	1,676	251
403	SINCLAIR COMMUNITY COLLEGE	1,959	1,959	0
405	EDISON STATE COMM. COLLEGE	4,000	4,000	0
500	MICHAEL J. OWENS TECH	5,266	5,316	50
501	MUSKINGUM AREA TECH	0	0	0
502	COLUMBUS STATE COLLEGE	2,619	4,109	1,490
503	NORTHWESTERN TECH	0	0	0
504	HOCKING TECH COLLEGE	5,650	535	-5,115
506	CLARK STATE COMM. COLLEGE	242	253	11
507	CINCINNATI TECH COLLEGE	7,600	7,000	-600
508	STARK TECH COLLEGE	2,400	2,193	-207
509	TERRA TECH COLLEGE	2,465	2,480	15
510	BELMONT TECH COLLEGE	425	0	-425
512	WASHINGTON TECH COLLEGE	0	0	0

CONTRACT LINE ITEM

VEPD CODE	NAME OF SCHOOL	TOTAL PLANNED	TOTAL ACTUAL	DIFFERENCES
302	UNIVERSITY OF CINCINNATI	$ 0	$ 0	$ 0
400	LORAINE CO. COMM. COLLEGE	0	0	0
401	SHAWNEE STATE UNIVERSITY	4,820	8,655	3,835
402	LAKELAND COMMUNITY COLLEGE	4,635	5,101	466
403	SINCLAIR COMMUNITY COLLEGE	0	0	0
405	EDISON STATE COMM. COLLEGE	0	0	0
500	MICHAEL J. OWENS TECH	0	0	0
501	MUSKINGUM AREA TECH	0	0	0
502	COLUMBUS STATE COLLEGE	0	0	0
503	NORTHWESTERN TECH	1,575	1,575	0
504	HOCKING TECH COLLEGE	6,950	7,411	461
506	CLARK STATE COMM. COLLEGE	0	0	0
507	CINCINNATI TECH COLLEGE	0	0	0
508	STARK TECH COLLEGE	1,000	1,033	33
509	TERRA TECH COLLEGE	0	0	0
510	BELMONT TECH COLLEGE	7,225	7,225	0
512	WASHINGTON TECH COLLEGE	0	0	0

OTHER CATEGORY

VEPD CODE	NAME OF SCHOOL	TOTAL PLANNED	TOTAL ACTUAL	DIFFERENCES
302	UNIVERSITY OF CINCINNATI	$ 0	$ 0	$ 0
400	LORAINE CO. COMM. COLLEGE	0	0	0
401	SHAWNEE STATE UNIVERSITY	0	0	0
402	LAKELAND COMMUNITY COLLEGE	0	0	0
403	SINCLAIR COMMUNITY COLLEGE	0	0	0
405	EDISON STATE COMM. COLLEGE	0	0	0
500	MICHAEL J. OWENS TECH	0	0	0
501	MUSKINGUM AREA TECH	0	0	0
502	COLUMBUS STATE COLLEGE	0	936	936
503	NORTHWESTERN TECH	0	0	0
504	HOCKING TECH COLLEGE	0	0	0
506	CLARK STATE COMM. COLLEGE	0	0	0
507	CINCINNATI TECH COLLEGE	0	0	0
508	STARK TECH COLLEGE	0	0	0
509	TERRA TECH COLLEGE	0	0	0
510	BELMONT TECH COLLEGE	0	0	0
512	WASHINGTON TECH COLLEGE	0	0	0

TABLE 5

POSTSECONDARY BUDGET SUMMARIES
(AVERAGES)

COST CATEGORY	PLANNED AMOUNT	ACTUAL AMOUNT	DIFF. AMOUNT
PERSONNEL (14)	$100,237 (14) 7,160	$110,554 (14) 7,897	$10,320
TRAVEL	8,438 (11) 767	7,018 (11) 638	(-) 1,420
EQUIPMENT	26,205 (6) 4,368	31,000 (6) 5,167	4,795
SUPPLIES	48,131 (14) 3,438	41,634 (13) 3,203	(-) 6,497
CONTRACTS	16,355 (6) 2,726	9,844 (5) 1,969	(-) 6,511
OTHER	-0- (0) -0-	936 (1) 936	963
TOTAL	$199,267	$192,792	$ 1,617
	(17) 11,722	(17) 11,341	

PART 6

Impact and Effectiveness
• A Summary

PART 6

IMPACT AND EFFECTIVENESS

In general, the 1988-89 grantees at both the middle/junior high school, high school, and postsecondary levels planned and executed their programs in a very commendable way. The following summary suggests how cost-effective the 114 VEPDs were and the degree of student impact they were able to achieve.

	87 VEPDs Grade 6-12	17 Postsecondary VEPDs
Monies Spent	$966,977	$192,792
Total Students Served	62,357	5,610
Cost Per Student	$15.51	$34.36
Student Outcomes Obtained	92,506	5,901
Cost Per Outcome	$10.45	$34.04
Percentage by Group	91.82%	8.2%
Percentage of Outcomes	94%	6%

The significant fact is that career guidance programs if planned and evaluated, can result in outcomes and they can do so at a very small cost. The nature of the outcomes is described in the section on outcomes of this report. While the exact degree of outcome achievement is not known, this information serves as an excellent base for future funding decisions at the local, district, and state levels. It is interesting to note that the cost of outcome achievement at the postsecondary level is more than double the cost at the secondary level. What existing data does not reveal is the reason for this discrepancy. One could guess that costs are higher in general at the postsecondary level and the methods and tools for adults used were more sophisticated and costly, hence the increased program costs.

PART 7

Implications and Recommendations

- District and Technical Education Institutions
- Department of Education
- Inservice Training

PART 7

DISTRICT AND TECHNICAL EDUCATION INSTITUTIONS

Implications

It is clear that if a guidance leader plans to achieve, results will be achieved. Guidance programs that address specific types and levels of student outcomes, have been demonstrated to be effective. The findings in this report show likewise that counselors can budget for specific student outcome methods and can report what those cost by grade level and by activity type. This fact alone represents an improvement in guidance program planning that will have long-term program management benefits.

This report also shows that when plans and budgets are insufficiently detailed, results occur that are less than acceptable. For example, little attention was given in planning to the role of advisory committees. Thus, the vast majority of the 104 VEPDs did not use advisory committees, even though they are very important in successful planning and delivery of guidance programs.

Furthermore, it would appear that grantee developers overestimated the number of individuals they could handle with the time and resources available. The reported data suggest that developers overestimated by 32,000 participants, approximately a 33 percent discrepancy.

Last and most important, there was little evidence of consistent and reliable data collection by the schools. Because of this lack of a database, very few generalizable conclusions, even though there is a strong feeling that important and valuable outcomes were achieved--outcomes that improved the individual career development process.

Recommendations

1. Future grantees should plan and conduct advisory committee activities, no matter what outcomes they are trying to achieve.
2. The methods used to estimate how many students could be serviced by what activities with the funds available should be improved.
3. The activity and outcome code categories supplied in this report should be used to help tie outcomes to National Occupational Information Coordinating Committee (NOICC) categories and to build a consistent structure for ongoing planning and evaluation of outcomes.
4. The outcome effects data compiled during this grant period should be analyzed and the findings reported to educational policymakers and school personnel.
5. In future years, pre- post-test approach to evaluation should be considered more fully.
6. The results of this year should be reexamined to determine which activities should be institutionalized due to very positive outcome effects and which ones should be dropped or modified.

State Department of Education

Implications. One major implication of this project that large grant program process like that embodied in the Carl D. Perkins Act can be entered, analyzed and reported using efficient, computerized methods. Such methods provide state staff with a manageable database that can be analyzed to determine such things as cost per outcome, activity by grade and age level, outcome types and effects, evaluation techniques by category, and many others. Such database analysis also points up the effectiveness of grant application forms related inservice training. During data review and analysis, it is easy to detect differences between the grant applications and final reports. Such insight will allow staff to improve the grant application process and will result in better proposals, which will then lead them to much better programs and outcomes data.

A concern does exist about the willingness of grantees to improve reporting and delivery methods. The issue for most VEPDs could well be whether the small amount of dollars is worth all this planning and reporting. Currently, there is no incentive for improvement in these areas because grantees will continue to receive their allotted funding if they perform no better than before.

Last, the state's ability to prepare statewide outcome effects data has been enhanced by the process used in this project. If, in the future, the standard outcome, activity, and grade, level codes are used, then state-by-state analyses and multiyear comparisons can be made. In addition, the Carl D. Perkins Act guidance program data could be compared with other local, state, or federal career guidance/education evaluation information, as long as that other information were collected and reported using the same codes.

In summary, it can be claimed that the process used by the state department and by the VEPDs in 1989-90 resulted in excellent results achieved in a very cost-effective manner.

Recommendations

1. The twelve standard activity and outcome codes should be adopted for future grant application requirements.
2. The requirement that each grantee develop and use an advisory committee should be strengthened.
3. It should be emphasized to the VEPDs that more care should be given to identifying the numbers of students they plan to work with.
4. A more descriptive and prescriptive means of evaluating student outcomes should be provided. There was little sophistication in the methods used.
5. The software program developed for this project should be used in the coming year in order to get a comparable database in 1989-90. Year-by-year comparisons will provide state staff with excellent tools for planning and inservice in future years.
6. An executive summary of outcome effects data for this year should be prepared and widely distributed throughout Ohio and elsewhere.
7. A briefing meeting for state staff, state vocational education council members, school board groups, and others should be held to demonstrate the positive effects of the guidance investment within in the Carl D. Perkins Act.
8. Other career education program managers within the state department should be encouraged to collect outcome effects data using the categories used in this report.
9. State staff should be encouraged to study this report with the primary intent of improving the grant application process and identifying content for future inservice programs.

Inservice Training. Annually the state staff makes available drive-in workshops to present the new guidelines for grant applications, train personnel on specific skills, and answer any questions VEPD personnel might have. These workshops provide a rich opportunity for programmatic and substantial improvement of the skills of guidance leaders in program development and reporting procedures and effects data. The following recommendations are made to that end.

Recommendations

1. **Report distribution**--All or part of this report should be made available to each VEPD. Time should be structured to highlight not only the strengths of the previous years' grant program but also some of its limitations. It would be a very positive and stimulating experience for each VEPD to examine their peers' achievements for possible use in their own future applications.

2. Placement activities--Only one of the 104 VEPDs applied for a project involving student placement activities. It would appear that placement is a high priority within the state department and within the Carl Perkins Act, and special attention should be given to this priority in all inservice training. A handout of acceptable activities would be useful to identify for trainees which activities are fundable and receive priority in the state.

3. Evaluation methods improvement--Two major areas of staff and proposal weaknesses surfaced in preparing this report. First, grantees' abilities to project the number of student participants was very poor. Second, there appears to be a need for inservice training in the area of defining and using evaluation criteria. These areas should be stressed during inservice training for the next grant application process. Additionally, the evaluation procedures, targets, data, and criteria need to be made integral components of the overall state application program design All grant applications and final report instruments should be modified with evaluation outcomes as the primary design consideration.

4. Classification of outcomes, methods and age/grade levels--It is recommended that the classification system devised for this project be mandated for both grant applications and final reports. During the next grantee inservice training, this issue should be discussed and each potential grantee should be trained the meaning and use of the codes.

5. Determining program participants--It is recommended that this issue be a priority in the next inservice program for potential grantees. State staff could select 1989-90 grantees who appeared to have skills in this area to help in such customized training.

6. Outcome effects reporting--It is clear that the 19899-90 grant program was very successful and resulted in outstanding effects data at both the VEPD and state level. It is recommended that a portion of the grantee inservice program be dedicated to teaching grantees how to package their data for local distribution. It is further recommended that examples be developed and distributed to demonstrate such packaging clearly.

7. Career guidance product acquisition and clearinghouse--It would appear that across the 104 VEPD grantees and the more than 350 career guidance methods used, there is a rich repository of print and visual materials available. It is recommended that in the letter inviting future grantees to attend an inservice workshop, each be asked to bring materials for display and sharing. A portion of each workshop should be devoted to material review and author sharing.

APPENDIX

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1. **Study Format and Methodology**
2. **Career Guidance Program Grant Applications Form**
   a. **Vocational Districts**
   b. **Technical Education Institutions**
3. **Career Guidance Program Grant**
   - **Final Report Guidelines**

APPENDIX 1

STUDY FORMAT AND METHODOLOGY

The present program evaluation design was developed as a result of several meetings between state program leaders and project staff. All project principals concurred that in order to generate the desired quantifiable evaluation data, the evaluation would need to be automated. The database management software program selected to accomplish this task was the popular "dBase III Plus" program developed by Ashton-Tate.

After reviewing the source documents to be used--the Career Guidance Program Planning Form, the Career Guidance Program Grants Final Report FY 1989, and the VE-29 Vocational Career Education Service Plan Agreement--project staff divided all the data elements into two categories--qualitative and quantitative. From this division arose the final study format.

The qualitative information was collected separately for each school in the study. This information was taken verbatim from two sources. Descriptions of each grantee's "Project Goal" and "Goal Justification" were taken from the grant planning document. The "Program Narrative" for each grantee was taken from the final report document. These three pieces of qualitative information were put together under the individual name of each grantee, and can be reviewed in Part 1 of this report.

The quantitative portion of this study required more time and effort. After reviewing the source documents, project staff developed an outline of data elements that lent themselves to quantification. For those data elements that required coding adjustments, a coding scheme was developed. As reported in earlier sections of this report, the coding scheme for student outcomes and program activities was driven by considerations for data compatibility with current NOICC practices. The coding sheet and raw data for each grantee can be reviewed in various sections of this report.

Project staff developed a custom program within the "dBase III Plus" software. This customized program included specialized data entry and printing subprograms. A copy of all program, format, and data files are included with this report for review by state program staff who are familiar with the dBase software system.

APPENDIX 2A

Ohio Department of Education
Division of Educational Services
Division of Vocational and Career Education

TECHNICAL EDUCATION CAREER GUIDANCE PROGRAM GRANT

Application/Signature Cover Page
July 1, 1989 - June 30, 1990
PL 98-524

INSTITUTION NAME ______________________________

ADDRESS ______________________________

CITY/STATE ______________________________ ZIP ____________

COUNTY ______________________________ TELEPHONE ____________

AUTHORIZED GRANT AMOUNT FOR GRANT PERIOD ______________________________

GRANT COORDINATOR'S NAME ______________________________

GRANT COORDINATOR'S TITLE ______________________________

GRANT COORDINATOR'S ADDRESS ______________________________

CITY/STATE ______________________________ ZIP ____________

PHONE ______________________________

A program advisory committee will be formed as specified in the guidelines for submission of grant proposals. This committee will meet at least two times each year the grant is funded with meeting agenda and minutes available to the grant monitor.

The grant coordinator or representative will be allowed to attend at least two meetings per year concerning their guidance grant procedures and technical assistance sponsored by the Division of Educational Services.

By signing, I agree to all conditions stipulated in this application.

____
Authorizing Signature

____
Date

Send original and one copy with signed statement of assurances and completed application to:

Edwin A. Whitfield, Associate Director
Division of Educational Services
Guidance, Counseling and Development Section
65 South Front Street, Room 719
Columbus, Ohio 43266-0308

569

STATEMENT OF ASSURANCES

The Applicant hereby assures and certifies that the applicant will comply with the regulations, policies, guidelines, and requirements include OMB Circulars Nos. A-87 and A-95 as they relate to the application, acceptance and use of Federal funds for this Federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant: that a resolution, motion, or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. Equity assurances are included:

   a. It will comply with Title VI of the Civil Rights Act of 1964 (PL 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measure necessary to effectuate this agreement.
   b. It will comply with Title VI of the Civil Rights Act of 1964 (42 USE 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
   c. It will comply with Title IX of the Education Amendments of 1972 as published effective July 21, 1975, regarding the prohibition of sex discrimination in Federally assisted education programs.
   d. It will comply with Section 504 of the Rehabilitation Act of 1973 and the implementing department regulations (45 CFR Part 84).
   e. It will comply with various Sex Equity provisions of PL 98-524 and subsequent regulations applicable.

3. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (PL 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs, where applicable.

4. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

5. It will comply with the minimum wage and maximum hours provision of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

6. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (PL 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs, where applicable.

7. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

8. Funds under PL 98-524 will be used to supplement and no supplant State and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would, in the absence of such funds, be made by the applicant for educational purposes.

9. All equipment acquired under this grant will be used for the purposes specified in the approved project proposal and such equipment will be subject to the administrative control of the recipient local educational agency.

10. Obligations of the State are subject to the provisions of Sections 127.16 and 131.17 of the Revised Code.

Chief Administrative Officer ______________________________

CAREER GUIDANCE PROGRAM
PLANNING FORM

July 1, 1989 through June 30, 1990

Area of
Emphasis Number ________

____
Vocational Education Planning District

GOAL FOR PROJECT (State in student terms. If more than one goal, use a separate planning form for each.)

RELATIONSHIP OF GOAL TO CURRENT STATUS OR NEED (Why was goal selected)

EXPECTED STUDENT OUTCOMES (Must specify in measurable terms the target population, the behavior expected [knowledge/ skill], the strategies applied and the evidence of achievement [criteria]. Number each expected student outcome.)

(OVER)

EXPECTED STUDENT OUTCOMES (Continued)

CAREER GUIDANCE PROGRAM PLANNING FORM

PROGRAM NARRATIVE (Describe what you will do in general terms)

(OVER)

SPECIFIC ACTIVITIES AND TIMELINES (Describe month by month and specify the involvement of project personnel. Relate each activity to its numbered expected student outcome.)

EVALUATION PLAN

The evaluation plan must contain (1) Process of Evaluation (when, at what points will evaluation be made) (2) Who will be tested (must be a test of knowledge or skill) (3) Instruments to be used (4) Data to be gathered (5) Criteria to be used to judge achievement, success, adequacy, correctness, etc.

Explain how this grant proposal relates to the previous year's funding through this grant's program.

BUDGET FORM

CAREER GUIDANCE PROGRAM
FY 1990

APPLICANT VEPD ______________________________ DATE ______________

BUDGET INFORMATION		DESCRIPTION
Personnel*	$	
Fringes		
Travel		
Equipment**		
Supplies		
Contractual**		
Grand Total	$	

NOTE: You must specify the number of students/clients/learners involved in each student outcome.

____

____

*MUST BE SPECIFIED (Number of positions and involvement)
**MUST BE SPECIFIED

APPENDIX 2B

Ohio Department of Education
Division of Educational Services
Division of Vocational and Career Education

CAREER GUIDANCE PROGRAM GRANT

Guidelines for Submission of Grant Proposals

(1988-1989)
PL 98-524
FY 89

Introduction

The Vocational Education Amendments of 1984 require that funds used for guidance and counseling must show improvement, expansion or extension of career counseling and guidance projects, services, or activities. This ruling by the U.S. Department of Education prohibits the Ohio Department of Education from continuing the reimbursement of vocational counselors, and requires the use of the funds for the improvement, expansion or extension of guidance according to a three year plan developed by the Vocational Education Planning Districts (VEPD) utilizing these funds.

Proposal Structure

Vocational Education Planning Districts applying for funds must submit a career guidance program consisting of:

- Goals for the project stated in student outcome terms
- Relationship of goals to need
- Expected student results for outcomes stated in measurable terms
- A narrative of the general intent and plan for the project
- Specific activities and timelines for the project including the involvement of funded personnel
- Advisory Committee if different from FY 88
- Evaluation Plan
- A budget identifying use of the funds
- Relationship of this proposal to previous grant activities and outcomes

Eligibility

Each Vocational Education Planning District enrolling a minimum of 300 students in approved vocational units is eligible to receive funds as specified in the following schedules:

Personnel Requirements

All grant services and activities must be coordinated by a certifiable counselor as mandated in the legislation. A counselor in your institution who has been determined to be certifiable by the Ohio Department of Education but does not hold a valid school counselor certificate will meet the requirement to coordinate this grant. The qualified individual selected will be identified as the grant coordinator in all applications and reports connected with this grant. Each counselor must provide documentation of their certifiability.

Grant Goals

Five grant goals were derived from the areas of emphasis established in the Vocational Amendments of 1984. Any institution making application for a career guidance grant will be required to identify existing program needs and select one or more of these identified goals to demonstrate program improvement, expansion or extension through measurable student outcomes.

Eligible Areas of Emphasis are:

I. Individuals will acquire self assessment, career planning, career decision making, and/or employability skills.

II. Individuals will maintain the marketability of their current job skills in established occupations.

III. Individuals will develop new skills beyond technical, job related skills, to assist them to move away from declining occupational fields and enter new and emerging fields in high technology areas and fields experiencing skills shortages.

IV. Individuals will develop mid-career job search skills and will clarify career goals.

V. Individuals will demonstrate an awareness for the need to eliminate bias and stereotyping due to sex, age, handicapping conditions or race.

Grant Planning

I. Grant activities and services must be identified and structured around stated expected student outcomes which contain measurable skills linked directly to one of the listed goals. Services such as inservice for counselors or teachers or training of support personnel must demonstrate linkage.

II. Grant planning should provide evidence of a well defined program utilizing one or more of the following services or activities:

   A. Faculty inservice
   B. Support personal training or inservice
   C. Curriculum development
   D. Instructional materials development
   E. Student support and counseling
   F. Informing and/or orienting faculty, students and/or community of business, industry and labor market information related to training opportunities.

NOTE: Career education and vocational placement programs are essential elements in any comprehensive career guidance program. Since these activities are currently funded from other sources, however, funds from these career guidance grants cannot be used to fund career education and vocational placement activities. Adult guidance activities may be a part of this grant.

FORMS TO BE COMPLETED

Cover Page

The cover page must be completed and returned on or before the deadline date along with signed statement of assurances and completed application materials or letter of intent in case of extenuating circumstances approved by Guidance Section personnel. Do not send cover page with incomplete information or without the signature of the president of the institution.

Statement of Assurances

This page must be signed by the chief administrative officer of the institution and returned with the packet of application materials before approval of the grant will be given. Be sure to double check your packet to ensure this form is properly signed and included with the rest of the material so as not to delay the approval of your grant.

Career Guidance Program Planning Form

This form is to be used in presenting a plan to the Ohio Department of Education, Guidance Section for approval. The form is structured to assist the preparer to work through the grant.

Advisory Committee

An advisory committee representative of elementary schools, middle or junior high schools, high schools, the vocational school or career center, and the community shall meet at least twice each year to provide guidance and advice to program personnel and to provide assistance in assessing the current status and career guidance needs within the VEPD. Committee members are to be listed and submitted with other application materials. The majority of the committee must be certificated school counselors.

Evaluation Plan

Evaluation procedures for each expected student outcome or result must be specified. The evaluation plan must contain (1) Process of Evaluation (when, at what points will evaluation be made) (2) Who will be tested (must be a test of knowledge or skill) (3) Instruments to be used (4) Data to be gathered (5) Criteria to be used to judge achievement, success, adequacy, correctness, etc.

Budget Form

The budget form must reflect how the grant monies being spent are directly related to the program submitted. Each line item must stand up to audit and provide a direct audit trail to the activities and expected student outcomes identified.

Year-End Report

An annual report must be submitted each year the grant is approved and funded and must specify:

I. Activities and/or products completed and their relationship to the goals and objectives in each of the areas of emphasis addressed by the program.

II. Student/learner outcomes that resulted from the program.

III. A description of evaluation procedures and/or instruments used to determine program results and student/learner outcomes.

Ohio Department of Education
Division of Educational Services
Division of Vocational and Career Education

CAREER GUIDANCE PROGRAM GRANT

Application/Signature Cover Page
July 1, 1988 - June 30, 1989
PL 98-524

APPLICANT VEPD ______________________________ VEPD # __________

ADDRESS ____

CITY/STATE ______________________________ ZIP __________

COUNTY ______________________ TELEPHONE ______________

AUTHORIZED GRANT AMOUNT FOR GRANT PERIOD ______________________

GRANT COORDINATOR'S NAME ______________________________

GRANT COORDINATOR'S TITLE ______________________________

GRANT COORDINATOR'S ADDRESS ______________________________

CITY/STATE ______________________________ ZIP __________

PHONE ______________________________

A program advisory committee will be formed as specified in the guidelines for submission of grant proposals. This committee will meet at least two times each year the grant is funded with meeting agenda and minutes available to the grant monitor.

The grant coordinator or representative will be allowed to attend at least two meetings per year concerning their guidance grant procedures and technical assistance sponsored by the Division of Educational Services.

By signing, I agree to all conditions stipulated in this application.

____
Signature of Superintendent

____
Date

Send original and one copy with signed statement of assurances and completed application to:

Edwin A. Whitfield, Associate Director
Division of Educational Services
Guidance, Counseling and Development Section
65 South Front Street, Room 719
Columbus, Ohio 43266-0308

STATEMENT OF ASSURANCES

The Applicant hereby assures and certifies that the applicant will comply with the regulations, policies, guidelines, and requirements include OMB Circulars Nos. A-87 and A-95 as they relate to the application, acceptance and use of Federal funds for this Federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant: that a resolution, motion, or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. Equity assurances are included:

   a. It will comply with Title VI of the Civil Rights Act of 1964 (PL 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measure necessary to effectuate this agreement.
   b. It will comply with Title VI of the Civil Rights Act of 1964 (42 USE 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
   c. It will comply with Title IX of the Education Amendments of 1972 as published effective July 21, 1975, regarding the prohibition of sex discrimination in Federally assisted education programs.
   d. It will comply with Section 504 of the Rehabilitation Act of 1973 and the implementing department regulations (45 CFR Part 84).
   e. It will comply with various Sex Equity provisions of PL 98-524 and subsequent regulations applicable.

3. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (PL 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs, where applicable.

4. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

5. It will comply with the minimum wage and maximum hours provision of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

6. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (PL 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs, where applicable.

7. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

8. Funds under PL 98-524 will be used to supplement and no supplant State and local funds expended for educational purposes and, to the extent practical, increase the fiscal effort that would, in the absence of such funds, be made by the applicant for educational purposes.

9. All equipment acquired under this grant will be used for the purposes specified in the approved project proposal and such equipment will be subject to the administrative control of the recipient local educational agency.

10. Obligations of the State are subject to the provisions of Sections 127.16 and 131.17 of the Revised Code.

Chief Administrative Officer ____________________

CAREER GUIDANCE PROGRAM
PLANNING FORM

July 1, 1988 through June 30, 1989

Area of
Emphasis Number ________

____
Vocational Education Planning District

GOAL FOR PROJECT (State in student terms. If more than one goal, use a separate planning form for each.)

____

____

RELATIONSHIP OF GOAL TO CURRENT STATUS OR NEED (Why was goal selected)

____

____

EXPECTED STUDENT OUTCOMES (Must specify in measurable terms the target population, the behavior expected [knowledge/skill], the strategies applied and the evidence of achievement [criteria]. Number each expected student outcome.)

____

____

____

____

____

____

____

____

(OVER)

EXPECTED STUDENT OUTCOMES (Continued)

CAREER GUIDANCE PROGRAM PLANNING FORM

PROGRAM NARRATIVE (Describe what you will do in general terms)

(OVER)

SPECIFIC ACTIVITIES AND TIMELINES (Describe month by month and specify the involvement of project personnel. Relate each activity to its numbered expected student outcome.)

EVALUATION PLAN

The evaluation plan must contain (1) Process of Evaluation (when, at what points will evaluation be made) (2) Who will be tested (must be a test of knowledge or skill) (3) Instruments to be used (4) Data to be gathered (5) Criteria to be used to judge achievement, success, adequacy, correctness, etc.

Explain how this grant proposal relates to the previous year's funding through this grant's program.

BUDGET FORM

CAREER GUIDANCE PROGRAM
FY 1989

APPLICANT VEPD ______________________ DATE ____________

BUDGET INFORMATION

Personnel*	$
Fringes	
Travel	
Equipment**	
Supplies	
Contractual**	
Grand Total	$

DESCRIPTION

NOTE: You must specify the number of students/clients/learners involved in each student outcome.

____

____

***MUST BE SPECIFIED (Number of positions and involvement)**
****MUST BE SPECIFIED**

APPENDIX 3

CAREER GUIDANCE PROGRAM GRANTS

FINAL REPORT

FY 89

COORDINATOR'S RESPONSIBILITIES AND DATES TO REMEMBER

1. Copies of all instruments (tests, etc.) used must be attached.

2. Data used to reach results must be attached.

3. Advisory Committee Meeting Minutes must be attached.

4. Final Report due July 15, 1989.

5. FY 89 proposal due June 30, 1989.

6. VE-27 due July 30, 1989 (Check with your fiscal officer)

7. If a product was one of the expected outcomes, attach or enclose a copy with the final report.

CAREER GUIDANCE PROGRAM GRANTS

FINAL REPORT

FY 89

Date ____________________ VEPD # ____________________

VEPD Name ____

Project Coordinator ____

School/Office Name ____

School/Office Address ____

Telephone (   ) ____________________

Advisory Committee Meeting Dates ____________ ____________
(Attach minutes of meetings) Date Date

Project Coordinator ____

____
Signature

____
Date

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Program Narrative

Should correspond with narrative submitted in proposal. Explain in narrative form what was done, timelines, who was involved, etc.

Outcome # ___

(Complete the following three pages for each outcome specified in your proposal)

Results (To Date)

Approved Outcome (from approved grant proposal) ______________________

____

____

____

Evaluation

When did you evaluate?

How did you evaluate? (e.g., tests, workbooks, assignments, completed tasks, observations, etc.) Be specific.

Who was evaluated?

How many achieved this approved outcome? How did you judge success? What data did you collect? Specifically explain methods and how the stated figures were derived. (Attach data and/or computations to Final Report.) Report both numbers and percents when applicable.

How many were expected to achieve it? (As specified in your proposal)

Summarize your findings. (Use additional pages if necessary.)

CENTER ON EDUCATION
AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY
1900 KENNY ROAD • COLUMBUS, OHIO 43210
Telephone: (614) 292-4353 or (800) 848-4815